



URSULINE HIGH SCHOOL

Wimbledon

Positive Behaviour Support Policy

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Positive Behaviour Support Policy

Aim

This policy aims to outline how staff can promote positive relationships amongst students, avoid challenging behaviour and if necessary, manage behaviour that poses a risk to a student, or themselves and should be used in conjunction with other school policies listed in Appendix A.

Context

We recognise the need to adopting a whole school approach to building relationships in order to best support positive behaviour (See Appendix B.1) and that challenging behaviour can be an expression of underlying needs, which should be addressed with appropriate support (see Appendix B.2). Appropriate touch is a necessary part of school life, in creating a safe environment where student develop their emotional health and wellbeing (see Appendix B.3) and physical intervention may be needed (see Appendix B.5) **as a last resort, with the least amount of force, for the least amount of time necessary**, to ensure the safety of students (see Appendix B.6). Any use of restrictive physical interventions would need to be in the best interest of the child and be reasonable and proportionate in order to be lawful. All forms of physical punishment are strictly forbidden and there should be no physical response to misbehaviour unless it is by way of restraint. Any searching or confiscation of prohibited items is undertaken in line with our Prohibited Items Policy (see Appendix B.4).

Staff Guidance

To avoid misunderstandings, staff are advised when speaking to a student on their own, to use rooms with glass panels or have the door ajar, have another adult present where possible and on no account be in a locked room with a student.

If physical contact is appropriate, be clear that is a response to the student's needs and no more and would be understood as appropriate by an observer. When administering medical treatment, unless in an emergency, the door must be open and must always be treated by a female member of staff and if a student is required to remove clothing from, or provide access to, any part of the body normally considered private, then an adult chaperone must be present. Staff must not make unnecessary comments, which may be construed as having sexual connotations, in line with the Staff Code of Conduct. If a member of staff feels their actions have been or may be misconstrued, they should discuss the matter urgently with the Headteacher and/or Designated Safeguarding Lead.

Before physical intervention, staff will:

- Remain calm and attempt to engender calm
- Tell the student to stop and explain to them what will happen if they do not

- Use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation (See Appendix B.7)

Whilst physical intervention, staff will:

- Use the minimum amount of force required to achieve the desired outcome
- Tell the student that physical restraint will stop as soon as it ceases to be necessary
- Continue to use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation (see Appendix B.7).

Reasonable force

The degree of force employed by staff must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Staff are not permitted to act in a way that might cause injury (see Appendix B.8).

Training

All teaching and support staff have training on building positive behaviour management in the classroom or around school, as part of annual whole staff INSET, as well as ongoing input throughout the year. The Senior Leadership Team have further annual training on physical intervention and reasonable force, so they can support staff in challenging situations.

Recording incidents

All incidents where physical restraint has been necessary are recorded within one working day using the template provided by Merton (See Appendix C) and the Headteacher is informed immediately. Statements from students concerned are taken and parents/carers are informed. (See Appendix C).

Complaints

In line with our complaints procedure, any concerns expressed by parents will be dealt with in the first instance with informal discussion with the Headteacher. If dissatisfied, the parent may then submit a formal complaint to the Headteacher, in writing, explicitly stating that it is a formal complaint and specifying the nature as exactly as possible. If the parent is still dissatisfied with the response, we ask parents to refer the matter to the Governing Body via the clerk. (See Complaints Procedure and Safeguarding Policy).

Appendix A – Policy links with other Ursuline Policies

This policy statement should be used in conjunction with these key Ursuline policies:

- Anti-Bullying Policy
- Behaviour Policy
- Behaviour for Learning Policy
- Complaints Procedure
- Equalities Policy
- Positive Mental Health Policy
- Prohibited Items Policy
- SEND Policy
- Safeguarding Policy
- Staff Code of Conduct

Appendix B – Additional Policy Context

1. Building Relationships and a Whole School Approach

We recognise that fostering good relationships amongst students, staff, parents and the local community is the key to positive behaviour support and as a school we are committed to developing a whole school approach. This is built on mutual respect, trust and commitment to listening to, and involving students, parents and staff in developing our policies and practices.

We aim to be fair and consistent in how we support positive behaviour, providing clear rules, rewards and sanctions that are shared with the whole school community. These are reviewed on a regular basis to ensure their effectiveness. We understand the importance of creating a positive environment where adults model positive attitudes and interactions to all members of the school community, and where all students feel safe and welcome.

Evidence shows clear links between good behaviour and effective teaching and learning. ‘Quality First Teaching’¹ is our initial response to meet the additional needs of students. This includes appropriate training for our staff regarding the specific needs of our students, e.g. autism, speech and language needs, ADHD and attachment issues (see SEND Policy).

We recognise that whilst all students will benefit from a clear structure for behaviour, some students will require a more personalised approach. We will make all reasonable adjustments to support students’ additional needs to reduce the likelihood of high-risk behaviours. We also provide a range of interventions to meet the social and emotional needs of our students.

Our school works in close partnership with other agencies and families to ensure that we provide timely and effective support. Parents and carers are involved when creating and reviewing SEN support plans and risk assessments. We provide a graduated response to a range of needs and we involve external agencies as appropriate.

2. Behaviour as communication

“Behaviour is a means of communication and all behaviour has a purpose. Behaviour that challenges may signal a need for support. Behaviour policies and practice should recognise this and support children and young people to develop alternative ways of expressing themselves that achieve the same purpose but in more appropriate ways.”

Restraint and restrictive intervention: draft guidance DoH and DfE November 2017
Paragraph 20)

www.gov.uk/government/consultations/restraint-and-restrictive-intervention-draft-guidance

¹ “quality first teaching” refers to high quality teaching including a broad range of teaching strategies, which are adapted to meet the needs of pupils, and relevant assessment to inform teaching and learning and the early identification of under achievement.

In recognition of this, when behaviour is concerning we seek to analyse and identify triggers and the underlying needs. We believe that all staff have a responsibility to manage their own emotional responses to behaviour in recognition that their behaviour influences the behaviour of those around them including students. As a staff group we endeavour to be reflective practitioners and staff review their own response to behavioural issues in an effort to continually improve practice.

3. Touch and Relationships

“The department believes that the adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their students and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact.” (DfE: Keeping Children Safe in Education KCSIE2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

Touch may be necessary in particular aspects of school life, for example during PE lessons, when giving first aid, during a fine motor skills activity, or when a student is in distress. We recognise that appropriate touch is an important aspect of healthy relationships, as well as a safe and friendly school. Children learn who they are and how the world is by forming relationships with people and things around them. The quality of a child’s relationship with significant adults is vital to their healthy development including their emotional health and wellbeing.

Some of our students who require emotional support at school may have experienced trauma or distress and some may not have had a positive start in life.

It is with this in mind that our staff seek to respond to students’ developmental needs by using appropriate safe touch. Research has shown the importance of safe touch as a positive contribution to brain development, mental health and the development of social skills.

Children need affection to remind them that someone cares. Our staff will only make physical contact with children in order to meet their physical, developmental, emotional or safety needs. When a child needs affection, reassurance or comfort, it is appropriate to respond in a manner suitable for that child developmental stage and needs. ***Staff must ensure that their actions do not make them vulnerable to misinterpretation and must always be aware of gender, cultural and individual factors that may play a part when considering appropriate touch. Always consider the best interest of the child.***

4. Searching and Confiscation

Our Behaviour Policy and the Prohibited Items Policy include items that must not be brought into school and outlines the school’s policy on searching and confiscation. Staff in our school are reminded of this policy and the DfE guidance Searching, Screening and

Confiscation at school 2015 <https://www.gov.uk/government/publications/searching-screening-and-confiscation>. We are committed as a school to working in partnership with parents and carers to address concerns. We use PSHEC and the Safer School's Officer, to support in educating students about the consequences for bringing prohibited items into school or the community, as well as to make clear the school's expectations. For more information, please refer to the Prohibited Items Policy.

5. The Use of Physical Intervention

*"Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm."* DfE Use of Reasonable Force in Schools 2013 <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The DfE guidance on the use of force 2013 outlines the situations when force can legally be used in schools. Our approach is to focus on risk reduction to minimise the likelihood of restrictive physical interventions needing to be used in our school setting. Most behaviour can be anticipated and planned for.

"Any use of restraint carries risks. Risks may be to the child or young person whose behaviour challenges, other children and young people, staff, other adults or property. They may arise as a result of interactions between the child or young person and their environment, the direct impact of the child or young person's challenging behaviour, or measures and interventions used to limit or manage risks to the child and/or others.

Those risks need to be balanced against the risks associated with other courses of action, including the risks of taking no action at all. Risks associated with applying restraint or deciding not to do so include causing physical injury, causing a flight response, psychological trauma, distress and emotional disturbance to the child or young person and to staff." Restraint and Restrictive Intervention: draft guidance DoH and DfE November 2017

6. Physical Intervention as a last resort

Staff are required while taking any of the action detailed in this policy to ensure that the pupil understands that this is a last resort and the security of the student themselves is continually maintained.

Circumstances when physical intervention might be appropriate

- Where action is necessary in self-defence or because there is an imminent risk of injury to persons or of significant damage to property
- Where a student attacks another pupil or a member of staff
- Where a student absconds from class or tries to leave the school, in circumstances where that student could be at risk if not kept in the classroom or school.

A member of staff will sometimes need to rely on their professional judgement about whether or not to physically intervene by placing her/himself in a hazardous situation or standing back and thereby allowing a student or colleague to face a potential hazard. Staff must balance the level and duration of their intervention against the seriousness and likely consequences of the incident.

When physically restraining a student

- be clear you are only doing it **as a last resort**
- use only the **minimum force necessary** and any action must only be to restrain and no more (if more is used, a member of staff may lay themselves open to an accusation of assault).

7. Non-physical interventions

Use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation. These might include:

- Continuing to speak and listen to the student
- Employing an appropriate level of eye contact during any dialogue
- Diverting, distracting, cajoling or humouring, where appropriate
- Reasoning with and offering appropriate choices to the student.
- Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large students or with groups of students, or if the teacher believes he or she may be at risk of injury, the teacher should remove other students who may be at risk and summon assistance from a colleague or colleagues, preferably SLT, or where necessary telephone the Police. The teacher should inform the student(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

8. Reasonable force

Whilst there is no legal definition of reasonable force, DfES Circular 10/98 advises that the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

A potentially dangerous situation may involve staff in:

- Physically interposing between students
- Blocking a student's path
- Holding
- Pushing
- Pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back

Staff are not permitted to act in a way that might cause injury, for example by

- Holding a student around the neck, or by the collar, or in any other way that might restrict the student 's ability to breathe
- Slapping, punching or kicking a student
- Twisting or forcing limbs against a joint
- Tripping up a student
- Holding or pulling pupil by the hair or ear
- Holding a student face down on the ground.

Staff who are permitted to use reasonable force to control or restrain students

- Section 550A of the Education Act 1996 permits adults who have lawful charge or control of students to use reasonable force to control or restrain them. Any member of staff is entitled to intervene in an emergency.

Appendix C - Recording of Incidents and Monitoring

“Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.” *Inspecting Safeguarding in Early Years, Education and Skills Settings 2015*
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

Our school keeps a record of all incidents where physical restraint has been necessary, as well as any injuries to staff. The Headteacher will be informed at the earliest possible time after an incident; the written record will be completed within one working day and discussed with the Headteacher who will also decide how and when to report the incident to the student's parent/carer.

The teacher/adult involved may seek guidance from a senior colleague and/or their Trade Union representative before filling in their report. We do not use photos or filming of children as part of our recording of incidents, but instead use body maps. Written accounts from any students or staff who were present will be collected.

Complaints following a dispute about the use of force by an adult should, in the first instance, be referred to the Headteacher. This will generally result in an investigation, which will take account of the written or verbal reports which have been collected. Where disputes cannot be resolved informally within school, complaints should be pursued in accordance with the school's complaints procedures.

We review our incident data on a regular basis which allows us to identify students who may need additional support and referral to appropriate outside agencies. We also report to governors about behaviour on a termly basis. As a school we are committed to analysing our behaviour data to support us to identify where we may need to make changes and where additional training may be needed.

Under the United Nation's Convention on the Rights of the Child (UNCRC), children have the right to express their views on all matters affecting them, and in relation to how behaviour is managed in schools this should always be with due respect for their human rights (article 28).

Physical Intervention Incident Record.

<i>Details of pupil or pupils on whom force was used by a member of staff (Name, class)</i> <i>Name:</i> <i>Class:</i>	
<i>Date:</i> <i>Time:</i> <i>Location/s of incident:</i>	
<i>Names of staff involved (directly or as witnesses):</i>	
<i>Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons:</i> No	
<i>Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used:</i>	
<i>Any injury suffered by staff or pupils and any first aid and/or medical attention required:</i>	
<i>Follow up, including post incident support and any disciplinary action against pupils:</i>	
<i>Any information about the incident shared with staff not involved in it and external agencies:</i>	
<i>When and how those with parental responsibilities were informed about the incident and any views they have expressed:</i>	
<i>Report compiled by:</i>	<i>Report countersigned by:</i>
<i>Name and Role:</i>	<i>Name and Role:</i>
<i>Signature:</i>	<i>Signature:</i>
<i>Date:</i>	<i>Date:</i>

Start of physical intervention: 1)

End of physical intervention: 1)

Duration:

Staff involved:

Other students involved:

Staff witnesses:

Student witnesses:

Reason for Report:

Preventing injury to self **to others** **bullying** **assault on student**

assault on staff **serious disruption** **isolation** **absconding**

serious vandalism **physical intervention**

Other (please specify)

De-escalation techniques used:

Non-threatening language Humour Physical diversion Calm talking

Verbal advice Time out Physical presence Stepping away

Choice points offered Distraction Physical intervention

Others (please specify)

Antecedents (Describe the events leading up to the behaviour)

Please add a single tick to indicate primary category for data collection and analysis

PA-P	PA-S	VA/TB-P	VA/TB-S	A	D	Other
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<input type="checkbox"/>						
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PA-P = Physical Assault against pupil

PA-S = Physical Assault against staff

VA/TB-P = Verbal abuse/threatening behaviour against pupil

VA/TB-S = Verbal abuse/threatening behaviour against staff

A = Abscond

D&A = Drug & Alcohol related

D = Damage

O = Other

Ref No

___/___/___

Name of Student:

Report Compiler:

Post Incident Follow Up:

Was Student complaints procedure explained? Yes No

Action Taken:

Contact with Parents/Carers Social Worker Social Services

Police LEA

Other (Please specify)

Discussion and Reflection with Student Yes No (IF NOT, WHY NOT)

Staff debriefed by:

Comments:

Please ensure that this sheet is attached to Significant Incident/physical intervention Report.

Incident Reviewed:

Action Required:

Signed: (inc Position)

Date:

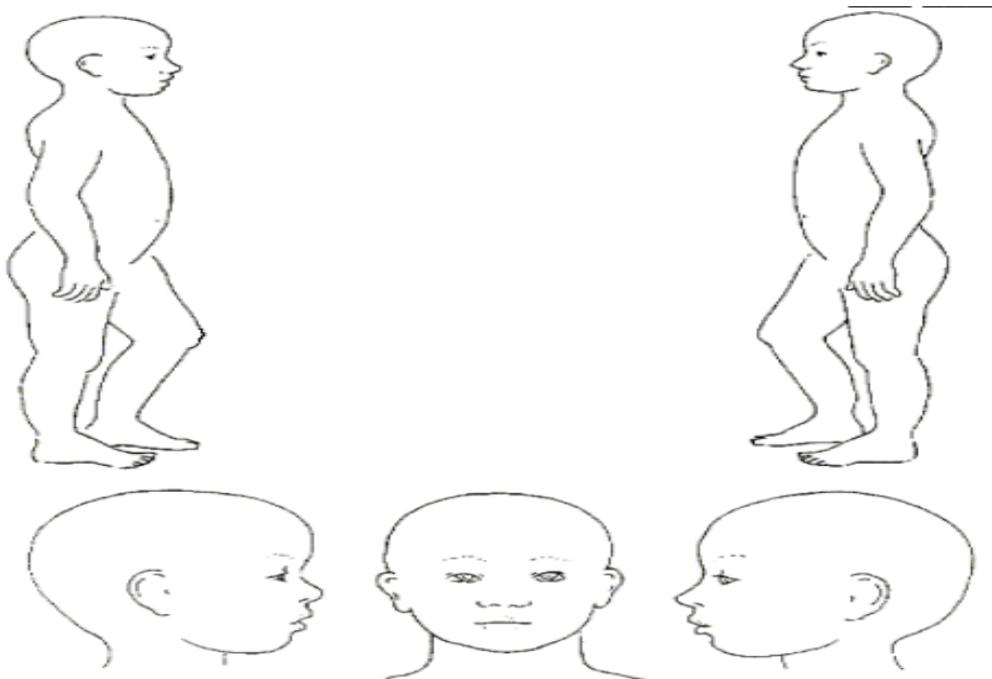
Signed (Head Teacher):

Date:

Please ensure that this sheet is attached to Significant Incident/Physical Intervention Report

Report of injuries to student or staff

Ref No ___/_____/____



Please, mark with a cross the position of injuries / bruises.

Name of injured person:

Details of any injuries as marked on Body Map:

Body Map Completed By:

Name:

Signature:

Date / /