



# Behaviour and Physical Interventions Policy September 2023

Article 3 – Adults must do what’s best for me



Article 4 – The Government should make sure my rights are respected



Article 6 – I should be supported to live and grow



Article 12 – I have the right to be listened to, and taken seriously



Article 19 – I have the right to be protected from being hurt or badly treated



Article 29 – I have the right to an education which develops my personality, respect for others’ rights and the environment



**Article 34 – Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad**



**Article 37 – I have the right not to be punished in a cruel or hurtful way**



## **Key Contact Personnel in School**

**Nominated Member of Leadership Staff Responsible for the policy:  
Matthew Jones **Jaime Cronk****

**Named Governor with lead responsibility:**

**Date written: September 2018**

**Date agreed and ratified by Governing Body: 20<sup>th</sup> November 2018**

**Date reviewed: December 2021**

**Date agreed and ratified by Governing Body: December 2021**

**Date of next review: December 2022**

**Date reviewed: September 2023**

**Date agreed and ratified by Governing Body:**

**Date of next review:**

**This policy will be reviewed following any concerns and/or updates to national and local guidance or procedures**

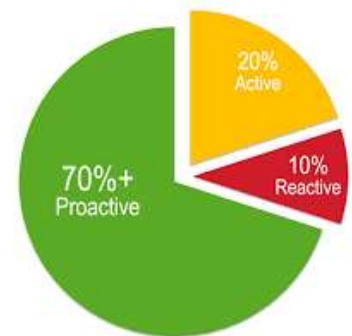
## 1.0 INTRODUCTION:

- 1.1 The young people at Five Acre Wood have learning difficulties, autism and needs which are complex in nature. In order to ensure that all learning opportunities are maximised and pupils and students feel valued we need a behaviour policy which is CONSISTENTLY delivered by all staff. This will enable staff to encourage pupils and students to adopt socially appropriate behaviour which will, in turn, enable them to participate within the community.
- 1.2 Staff will set high expectations for all pupils and students whilst valuing each child individually. All pupils will be treated with the same respect and dignity regardless of the degree of learning difficulties or behavioural challenges.
- 1.3 Successful positive management of behaviour is dependent on the philosophy of the school and its ethos. Positive behaviour should be constantly and appropriately reinforced. This is necessary to ensure that pupils develop positive behaviours for learning and life. It is also imperative that all staff are aware that their own behaviour and attitudes can influence our young people, so it is necessary for us to continually evaluate our own behaviour and attitudes in order to assess whether we are providing appropriate role models.
- 1.4 Behaviours which challenge adults can be stressful, so it is important that staff feel able to discuss problems regarding behaviour management. Staff must be able to rely on and support each other and recognise that there may be times when another adult needs to step in to offer support.
- 1.5 Five Acre Wood uses PROACT-SCIPr-UK® as a behavioural framework. This is a values-based approach with an emphasis on being proactive. *'The aim is to raise the persons self-esteem, improve quality of life, empower them and enable them to live a more independent and fulfilling lifestyle'*
- 1.6 Physical intervention should only be used as a last resort (proportionate and least restrictive) and when other proactive and active strategies have been exhausted. Always remember **TINA** (there is no alternative)
- 1.7 Following challenging behaviour episodes all incidents must be recorded on-Arbor - <https://five-acre-wood-school.uk.arbor.sc/>  
  
Staff that have had to use physical intervention will be offered the opportunity to have a de-brief meeting to discuss their feelings and emotions with an appropriate member of staff. This facilitates discussion that will focus upon the health and safety of staff and students, risk assessments, personal support plans and agreed strategies including de-escalation for the future. This de-brief will take place as soon possible.
- 1.8 The behaviour policy will be continually updated as new legislation or behavioural approaches are introduced. This will also be influenced in the light of our own experience.
- 1.9 This policy should be read in conjunction with all other school policies but in particular with our Safeguarding policies and the Health and Safety Policy.
- 1.10 The organisation and management of behaviour is underpinned by a whole school approach based on the six principles of nurture. FAW school does not operate a punitive based behaviour system that is based on sanctions. Instead, all staff adopt a positive approach to the behaviour of pupils and students with an emphasis on rewarding good behaviour and achievement.
- 1.11 The role of governors and parents / carers is integral to the success of the behaviour management policy.

- 1.12 As a school we operate a tiered approach to PBS that incorporates the PROACT-SCIPr-UK® Framework whereby staff recognise the need to be proactive i.e. foreseeing possible behavioural difficulties before they occur rather than adopting a reactive approach i.e. coping with challenges after they arise.

#### PROACT-SCIPr-UK® Framework

- 1.13 By using a tiered approach, as a school we are able to identify what level of behavioural support each individual pupil receives and clearly identify what other options for support are available.



#### 2.0 AIMS:

- 2.1. The school policy for behaviour support aims :
- ★ To create a climate where learning can flourish.
  - ★ To protect basic rights of safety, learning and respect.
  - ★ To set the boundaries in which children can feel successful and achieve.
  - ★ To teach pupils and students about socially appropriate and acceptable choices.
- 2.2 The school recognises the Six Principles of Nurture that underpins our support to students
- **Understand that all behaviour is communication** – We understand that our student’s behaviour will be communicating an unmet. Where our students can become responsible for their own behaviour, we understand the importance of fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as positive role models in their behaviour and relationships.
  - **To embrace the importance of nurture for the development of wellbeing** - We believe that we all respond better to encouragement and support than to a negative response. By focusing on positive behaviour and relationships and on the gifts and capacity that each member of the community brings to the school, we can support each other to make Five Acre Wood a truly inclusive school where all members are equally valued. Positive wellbeing is at the heart of our community.
  - **Ensure that children’s learning is understood developmentally** - We believe that learning and teaching and behaviour are inextricably linked. We strive to ensure all pupils have full and equal access to the curriculum and know that by teaching social and emotional skills to our pupils we will make it easier for them to do so. We actively encourage the use of appropriate verbal and non-verbal forms of communication
  - **The classroom will offer a safe base** - We are all members of a learning community and regard any adult or child asking for help in any area as displaying a strength rather than a weakness. We strive to create a community where all members feel safe to learn, whatever their role.
  - **Understand the importance of transitions in children’s lives** – we recognise that any changes in our students’ lives can influence a reaction that can sometimes lead to worries. To support even the smallest of transitions e.g. from task to task within the classroom, to major changes e.g. the end of the school year, our staff will ensure all students receive the necessary preparation
  - **Language is a vital means of communication** – all our students have individual preferences to communicate their needs, wants and emotions and

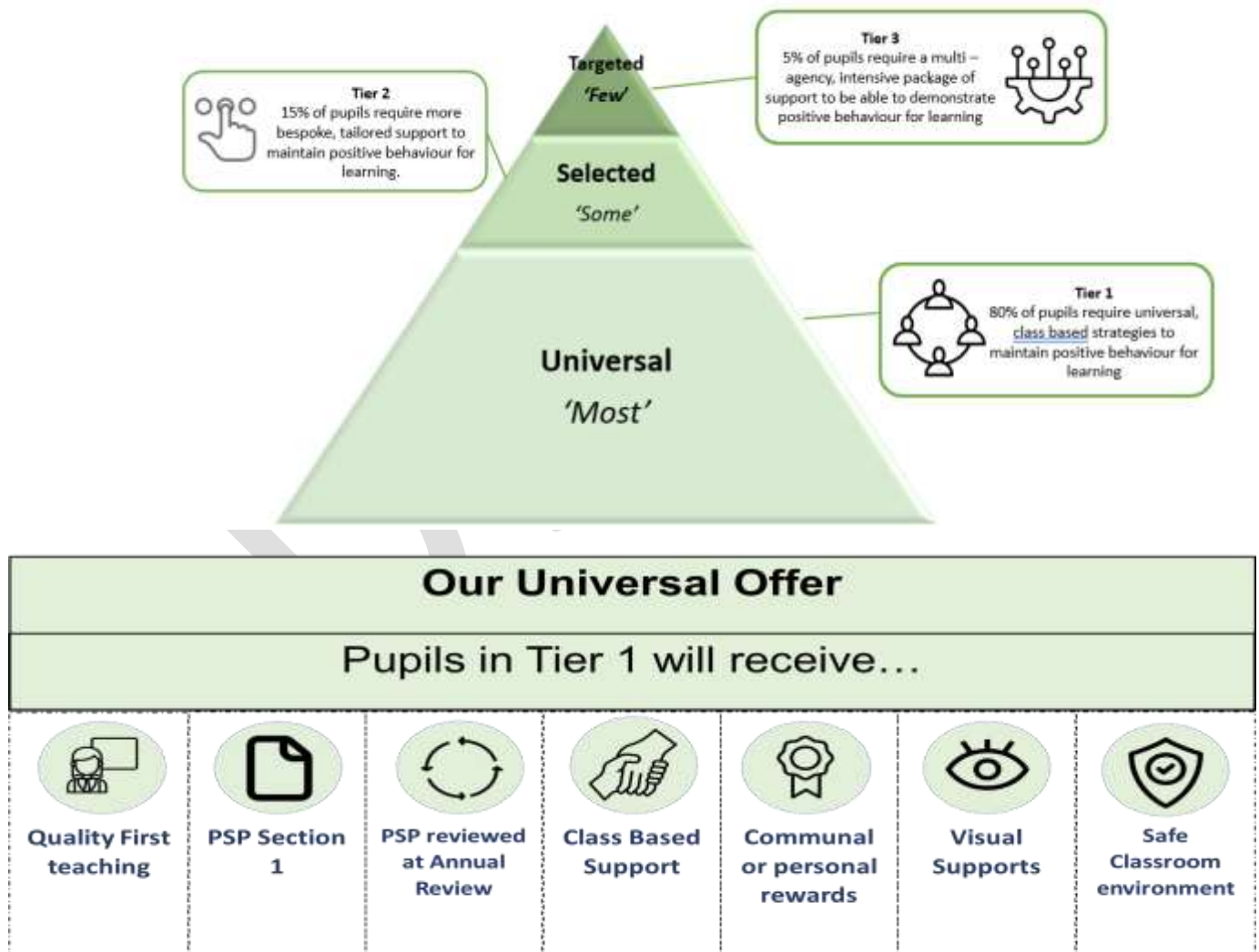
this is not always by using words. The relationships and understanding of the individual will ensure that all needs are met.

**3.0 OBJECTIVES:**

- 3.1. To have agreed behaviour management procedures which are known by all staff.
- 3.2. To have a defined structure for behaviour management to support staff, which incorporates rewards, natural consequences, procedures, behaviour requiring special behaviour management and working with parents. These responses will be directly correlated to an individual pupil's cognitive and developmental level and need.
- 3.3. To provide a varied, interesting, challenging and relevant curriculum which promotes links between learning and fosters positive self-esteem and independence.

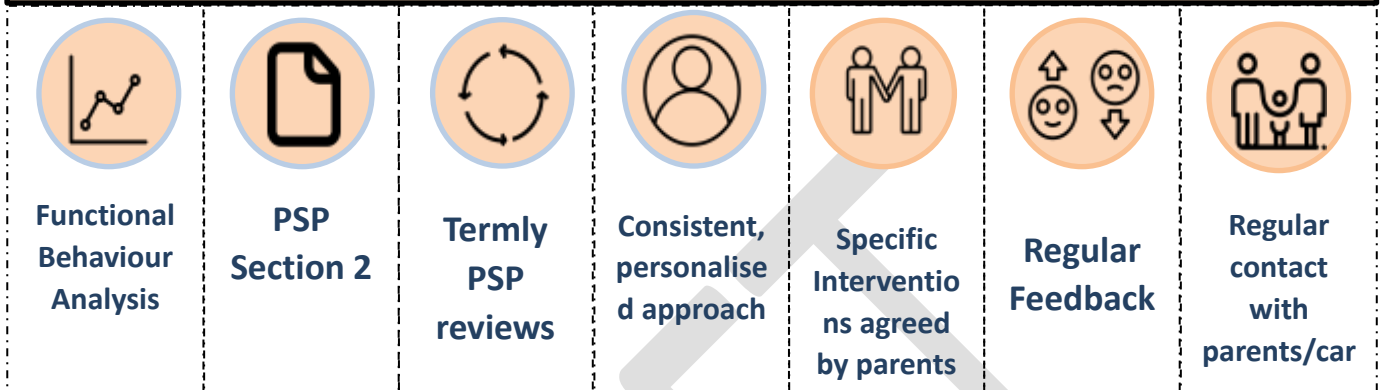
**4.0 The Tiered Approach**

At FAW we operate a tiered approach using 3 tiers of behavioural support. Below lists the support offered to pupils at each stage of this tiered approach.



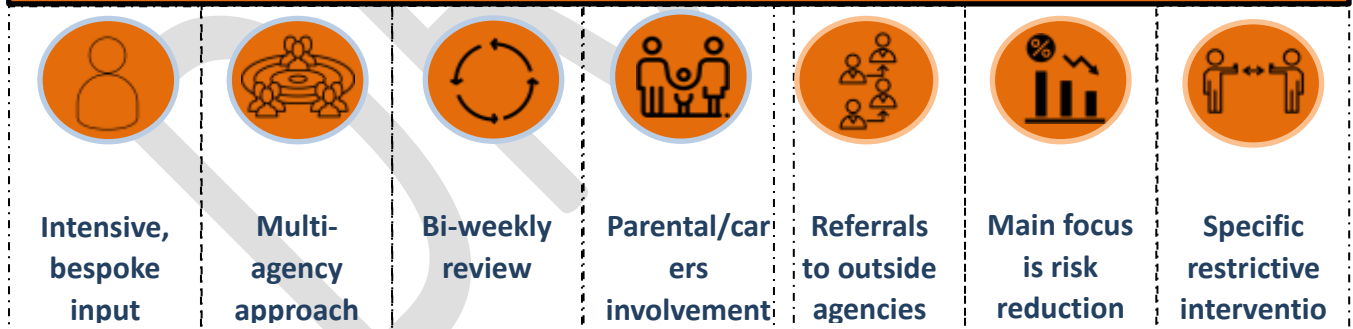
## Our selected Offer

Pupils in Tier 2 will receive all of Tier 1 support and...



## Our targeted Offer

Pupils in Tier 3 will receive all of Tier 1 & 2 support and...

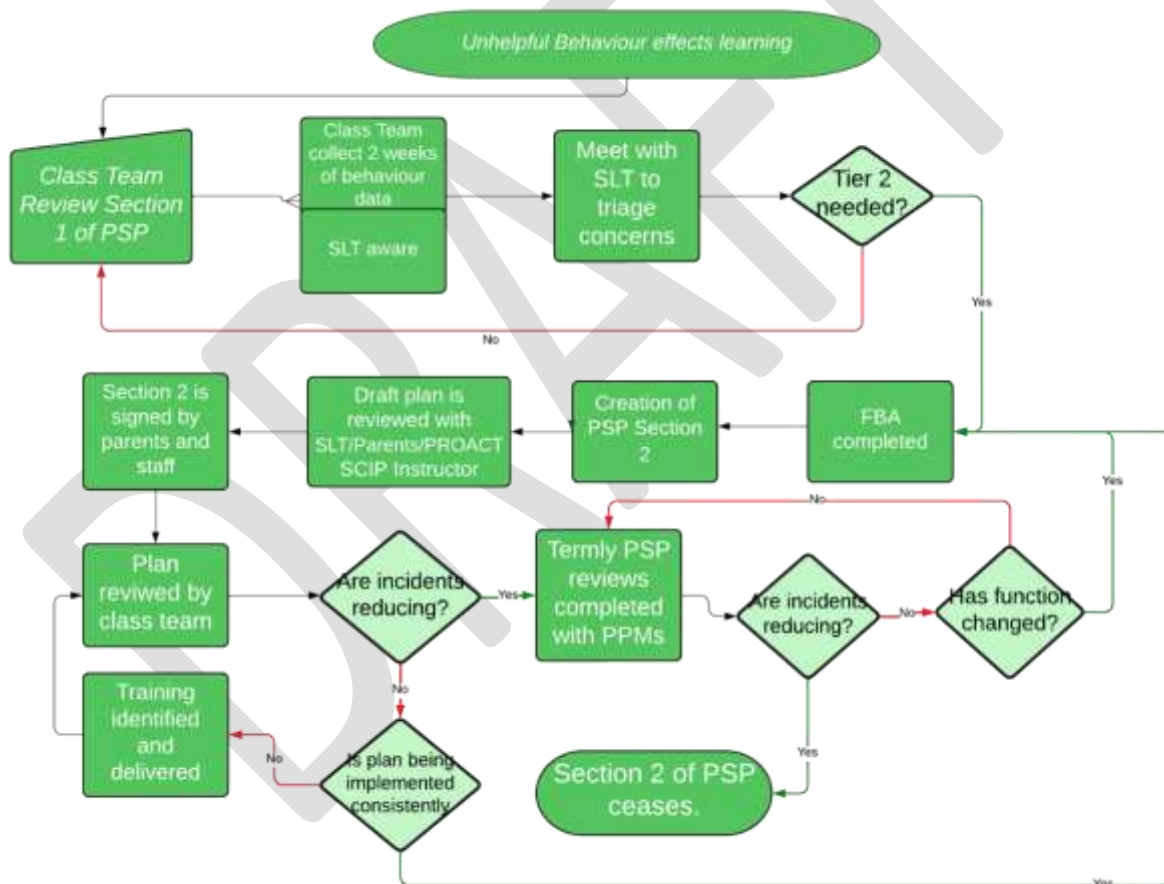


- 4.1 A child may move from Tier 1 to Tier 2 if there is regular presentation of unhelpful behaviour and
- Weeks of behaviour data has been collected.
  - Data shows increase in challenge and risk.
  - Behaviour is a barrier for learning.
  - Triaged by SLT/Class Team and a decision is then made to Tier 2 support.
- 4.2 **A child may move from Tier 2 to Tier 3 if**
- Unhelpful behaviour is not decreasing.
  - All Tier 1 and 2 support is in place and risk remains.
  - Risk remains high.
  - Strategies in place are consistent but not effective.
  - Current knowledge and skills are exhausted.



- 4.3 Personal Support Plans (PSPs) are drawn up for all pupils, use a common format and are comprised of two sections (See Appendix 1). The personal support plan is formulated by pupils/students (if appropriate) school staff, parents and any other appropriate external agencies. The plan will be agreed and signed by the appropriate member of staff (LAL or/and Senior Leaders) and parents. All staff must then adhere to the principles and practices which have been set and agreed for a particular child. Personal support plans should include planned and agreed approaches to the management of pupil' behaviour (including physical intervention if required) within their day-to-day routine. It also outlines how the child can be best supported in all aspects of their school life to enable them to maintain positive behaviour or learning. Any unplanned intervention will prompt a review of the personal support plan. Any plan that includes any restrictive physical intervention must include a restraint reduction plan. *'It is in the context of a shared commitment and belief that the use of all restrictive interventions and practices should be minimised.'* (Restraint reduction network, 2019)

#### Review of Personal Support Plans:



- 4.4 A student's personal support plan (PSP) is underpinned by Functional Behaviour Analysis. This process uses the information collected through Arbor data, class records and observations to link staff responses to unhelpful behaviour to the function to which it is linked. Strategies then come out of this analysis are routed in an understanding of a student's individual background and is completely personalised to how they demonstrate they need further support through unhelpful behaviour.

- 4.5 Arbor is used to report and monitor. It is an online system that can support real time reporting and analysis. It provides very detailed reports which are used to

monitor behaviour, to support developing personal support plans and physical interventions that are being used in the school.

- 4.6 It is the responsibility of all staff to ensure that behavioural/intervention incidents are recorded in as much detail as possible and in line with the school's information recording guidelines. Parents/carers should be kept informed at all times if any behavioural intervention takes place. All incident reporting should be completed within 24 hours of, or the same working day as the incident taking place. A Body Map should be completed if a significant injury has occurred (Appendix 2)

## 5.0 ORGANISATION & DELIVERY

- 5.1 Five Acre Wood aims to provide a positive climate with high expectations of all pupils in respect to personal achievement in the curriculum and behaviour. Staff recognise the association between high expectations, quality of teaching and good behaviour. The following strategies and entitlements support the school's ethos. It may be necessary for some children to be taught behaviours which are the pre-requisites to successful learning. The teaching of behaviours for learning may be the focus of lessons whilst a subject area or theme may be the vehicle for the teaching of these key life skills.
- 5.2 Staff should offer consistent communication when carrying out behaviour support, paying attention to both body language and speech. Support can be given via SALT through a referral process. All staff need to be aware of how individual pupils receive and process language. This needs to be recorded in the personal support plan and shared with all staff through team meetings, learning approach meetings, department meetings or staff meetings and a copy of the personal support plan is kept on the pupil server.
- 5.3 Pupils and students need to be aware of both school and class expectations and understand acceptable standards of behaviour. When communicating with pupils use positive rather than the negative e.g. instead of "stop running down the corridor" say "good walking, thank you".
- 5.4 It is necessary to adopt a team approach when dealing with unhelpful behaviour, class teams need to ensure that there is continuity and that specific techniques used are monitored as necessary.
- 5.5 It is important to remember to SUPPORT rather than CONTROL and CONNECT before CORRECT
- 5.6 Pupils and students should be given the opportunity to discuss behavioural issues and participate in problem solving and resolution. This includes allowing and enabling students to express themselves appropriately. Opportunities are given through activities such as role play and through the PSHE curriculum to recognise and practice positive behaviours, developing understanding, empathy, trust and support. Following all behavioural incidents, pupils should have the opportunity to reflect upon what happened. They should be supported as appropriate to be able to engage in the process, through for example, the use of simplified language, visual imagery or alternative and augmentative communication.
- 5.7 Good classroom practice, including learning approach non-negotiables, support and promote good behaviour. Targets should be clearly communicated to pupils and students. At the start of each lesson the teacher will inform them what they are going to do within that session and what they are expected to achieve. Teachers, HLTA's and Senior Teaching Assistants ensure that through their differentiated planning targets are realistic.



- 5.8 Classroom management is also integral to behaviour management. It is important that classrooms are calm, have well-established routines and class rules. There should be sufficient resources and equipment to ensure that the learning environment is stimulating. Class groupings and the management of individuals within groups is also an important factor to consider.
- 5.9 The curriculum should be interesting, varied, exciting, relevant, and fun. Activities should be changed regularly to prevent boredom. Variety can increase attention and motivation. A range of teaching strategies should be employed to ensure that the preferred learning styles of all pupils are met. There should always be equal opportunities.
- 5.10 Staff need to be confident and demonstrate sincerity when implementing personal support plans, as pupils and students may play on any staff insecurities.
- 5.11 At Five Acre Wood we use a system of positive rewards and incentives rather than relying on negative sanctions. Staff can often avoid confrontational situations by building positive relationships and developing rapport with pupils. This is paramount. Arbor is also used to record positive points for students demonstrating positive behaviours.
- 5.12 It is important to remember that all new strategies will take time to work and will frequently initially result in an escalation of behaviours. Students also require time to understand information and instructions and to respond. An important skill for staff to adopt is one of listening.
- 5.13 **All staff** should provide a good example to the pupils and students within the school. Sarcasm, belittling of pupils or students is not acceptable. Staff should not shout or raise their voices unless the pupil/student or others are in danger. Assertive command is an appropriate intervention in this instance. Staff will implement the Student Charter (Appendix 4)
- 5.14 As previously stated, good classroom practice promotes good behaviour. Strategies which can be used to support good behaviour management include:
- ★ Use of role models
  - ★ Setting clear expectations
  - ★ Using peer pressure/modelling
  - ★ Establishing clear boundaries
  - ★ Involving the pupil in a discussion about their behaviour and the consequences
  - ★ Consistency of approach adopted by staff

## 6.0 DAY TO DAY MANAGEMENT

- 6.1 **REWARDS.** The use of rewards to motivate pupils and students is very effective in motivating and promoting good behaviour. Positive behaviour will be always encouraged. Staff will understand which reward would be most suitable for each student and this will be evident in a their individualised PSP.
- 6.2 Examples of rewards which may be used are:
- ★ Verbal Praise and encouragement
  - ★ Gesture/non-verbal prompts
  - ★ Smiling
  - ★ Reward certificates
  - ★ Stickers
  - ★ Privileges
  - ★ Choosing a favourite activity
  - ★ Celebrating with the whole class

- ★ Sharing good work/news with a different staff member e.g. LAL, Assistant Head, Deputy Head, Headteacher or Principal.
- ★ Note / certificate sent to parent/carer.
- ★ Claps/cheers/handshake
- ★ Displays of work
- ★ House Points
- ★ Virtual earnings/reward money

6.3 All rewards should be within agreed school guidelines.

6.4 **Once given rewards should not be taken away** – if a pupil makes a poor choice after receiving a reward then apply a consequence

6.5 Rewards are most effective when

- ★ They are an integral aspect of teacher planning and classroom management
- ★ Pupils see they are related to acceptable behaviour
- ★ They are immediately available
- ★ They are appropriate to the age/development stage of the pupil/student
- ★ The individual is clearly told why they are being praised or rewarded.

6.6 General expectations of good behaviour are promoted at all times. It is accepted that pupils and students may need reprimanding at times throughout the school day. This can be done by using tone of voice (NOT SHOUTING) and facial expression.

6.7 When issues arise, it is important to

- ★ Separate the behaviour from the person and respond to the problem by making it clear that the behaviour is disapproved of whilst the person is still valued.
- ★ Seek creative solutions.
- ★ Look at and more fully understand the functions of the behaviour and the Antecedent, Behaviour and Consequence. (Before, during and after)
- ★ Identify where changes can be made so that further recurrences of the undesired behaviour can be reduced.
- ★ Recognise and respond to the fact that some staff may be more effective when dealing with a particular pupil

#### Consequences

We do not believe in sanctions or punishment.

Example:

Behaviour	Consequence
Pupil disrupts learning activity in a way that is unsafe.	<p>Pupil has a break/movement break</p> <p>Pupil is supported by an adult to think about their behaviour and its impact.</p> <p>Learner is not able to join in with the activity because they are not ready to learn even though it is a preferred activity because they are not ready to learn. This is a natural consequence.</p>

6.7 We must clearly link a specific behaviour with its consequence and if appropriate, students should be part of this process.

- 6.8 The consequence needs to be a natural consequence, to support the student's understanding of both positive and negative consequences.
- 6.9 It is important when consequences occur to ensure that the students' self-esteem is not diminished and that it is the behaviour that is being condemned and not its perpetrator i.e., if a pupil has hit someone else then label the behaviour – 'hitting is unkind'. Do not label the child as being naughty. REMEMBER – **What they do is not who they are!**
- 6.10 In this light it is important to remember that discussing the pupil / student's behaviour with peers/other staff may be done constructively but if not undertaken thoughtfully may result in a loss of dignity to the pupil.

Reparation:

We believe that the 'Four Rs' (Dan Siegal) are extremely important when dealing with any incidents of unhelpful behaviour.

***Regulate, Relate, Reason, Repair***

We believe our learners should always be given the opportunity to repair, and that they want to do this. We believe the most important piece of learning after a behaviour incident is about the impact that a student's behaviour had on others and making constructive choices to make it better next time. This is why the focus should be on the repair and not a punishment.

Even pupils with complex difficulties can be supported to repair however we recognise this will look different for each pupil. We can't make assumptions about what pupils feel and our focus should be to support pupils to recognise and manage their emotions rather than closing them down.

## 7.0 Searching, screening and confiscation

7.1 Five Acre Wood follows the DFE guidance on searching, screening and confiscation (2014)

### Searching

- Five Acre Wood reserves the right to search a pupil for any item if the pupil agrees.
- Five Acre Wood deems that the Principal or any member of SLT can authorise a teacher in their place to use the statutory power to search pupils or their possessions when there are reasonable grounds to suspect they are carrying the following prohibited items – knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, Electronic cigarettes/Vaporizer devices, fireworks, pornographic items, items assumed which have been (or likely to be used) to commit an offence or items that could cause personal injury to (or damage the property of) another person.
- The search should include the following locations – pupil's clothes, possessions, desks/work trays and lockers.
- This search will take place with two members of staff, at least one being the same sex of the student.
- The search will be logged/recorded and Arbor/MyConcern updated

### 7.2 Confiscation

- Following a search the school may confiscate, retain or dispose of a student's property as a disciplinary penalty, when reasonable to do so.
- If prohibited items are found, they will be destroyed by the school and not returned to the pupil or their family. NB: If the prohibited items are illegal or have been/could be used in a manner constituting to an illegal offence the items will be handed over to the police for them to manage as they see fit.

### 7.3 Screening

- Five Acre Wood does not use metal detecting screening methods.

## 8.0 PHYSICAL INTERVENTION

- 8.1 Five Acre Wood School adopts the guidance detailed in 'Reducing the Need for Restraint and Restrictive Intervention June 2019, DfE' and 'Positive Environments where children can flourish', October 2021, DfE'.
- 8.2 'Where use of restraint is necessary to safeguard children, young people and others from harm, it should be consistent with clear values and sound ethical principles, comply with the relevant legal requirements and case law and be consistent with obligations under the European Convention on Human Rights, the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities (DHSC, DfE 2019)'
- 8.3 If physical intervention (PI) is required as part of a personal support plan, then it must be authorised by the appropriate member of SLT / LAL and PROACT-SCIPr-UK® trainer, and reviewed by parents. **PI is only used as a last resort** – the acronym 'TINA' should be remembered – There Is No Alternative.
- 8.4 There may be occasions where physical intervention is necessary even though a young person might not have a personal support plan. This may be the result of some unexpected behaviour. When a pupil's behaviour is such that physical intervention will be the only way to ensure everyone's safety and continue to provide education then this is permitted. (2006 Education Act)
- 8.5 Staff will be trained in the use of PROACT-SCIPr-UK® (Positive Range of Options Avoiding Crisis with Therapy. Strategies for Crisis Interventions and Preventions). This approach is supported by Kent County Council and will be used exclusively unless otherwise agreed following full consultation with all relevant parties. New staff will receive PROACT-SCIPr-UK® training as part of their induction and all staff will attend yearly refresher training.
- 8.6 Key aspects of the training are:
- Clear and unequivocal emphasis on the rights of children to be kept safe at all times.
  - Physical interventions should only be used when all alternative positive approaches have been tried and the situation is potentially dangerous for children and staff.
  - Staff need to keep themselves safe at all times.
  - Past experiences of children will affect the way they respond to physical interventions. Those with a history of physical or sexual abuse will often have painful and disturbing memories triggered by such interventions.
  - Children with the above experiences could also experience adverse reactions to witnessing physical interventions.
  - Lived experience.
  - Environmental factors that affect quality of life and ability to function.
  - The impact of trauma and attachment on a person.
  - Gateways – these are key concepts for all staff to check in the process to better meet pupil needs.
  - A holistic whole approach to meeting individual need.
  - All actions must be conducted in the context of the school's policy.
  - Staff have a right to be trained in the use of physical interventions, including health and safety and the law.
  - Clear and accurate records of the antecedents, behaviour and consequences must be maintained.
  - Positive approaches and appropriate physical interventions should be detailed in the pupil's

individual personal support plan.

8.7 Physical interventions should only be used when all other strategies have been tried and found to be unsuccessful (TINA – There is No Alternative). In the first instance staff should always try to plan for an individual's needs by:

- considering changing the environment
- providing a range of physical activity
- offering an alternative curriculum
- providing sensory input
- offering individual communication systems

8.8 When trying to diffuse a potentially difficult situation staff should implement strategies that are listed in a child's PSP, examples of these may include:

- implement individual calming techniques e.g., distraction, singing, food
- appropriate use of voice in terms of pace, volume and tone
- adjustment of body position to ensure minimum threat to the young person and maximum safety
- staff generally adopting a sideways stance
- using facial expression and eye contact in a positive and calming manner
- making clear the expectations of all concerned
- seeking help from other staff to diffuse the situation, offer support and act as a witness – change of face and space.

8.9 It is recognised that there could be instances of bullying within the school. Bullying will be dealt with in the same way as all other inappropriate behaviour i.e. once the behaviour is seen it will be observed, assessed and managed. Physical intervention might be necessary if staff observe a 'bullying' scenario. These incidents will be recorded accurately and monitored in line with the school's behaviour review process.

8.10 The Principal authorises members of staff to use reasonable force to support pupils if they are:

- ★ Committing a criminal offence (or for children under the age of criminal responsibility, behaving in a way which would be an offence if they were older)
- ★ Injuring themselves or others
- ★ Causing damage to property (including their own)
- ★ Engaging in behaviour prejudicial to maintaining good order and discipline at the school. (e.g. running out or away from supervision, disrupting and preventing teaching taking place)

The authorisation applies on school premises and when a staff member has lawful control of the child or young person concerned elsewhere. This authorisation includes teachers, higher level teaching assistants, senior teaching assistant, teaching assistants, lunchtime supervisors, administration staff, technicians and the site team, as well as all other PROACT-SCIPr-UK® trained members of staff. However, non- inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Principal has placed an adult in charge of pupils or students, then that adult will be entitled to use physical intervention if necessary, and as a last resort. Staff should not be expected to put themselves in danger and if necessary, it might be expedient to remove other pupils and themselves from risky situations. We do however value staff's efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

8.11 When physical intervention is used relevant considerations should be taken into account

“The use of force can be regarded as “reasonable” only if all the circumstances warrant it – otherwise it is unlawful; therefore, physical force should not be used to prevent trivial misdemeanours

“The degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent. (SECTION 93 Education & Inspection Act 2006)

8.12 The minimum force necessary should only be used and for the minimum amount of time. It should never be used as a form of punishment.

8.13 Physical intervention can also take a number of forms e.g.

- physically stepping in between pupils
- standing in the way of pupils
- holding, pushing or pulling e.g. pushing/pulling someone out of the way of a vehicle
- leading a pupil or student away from an incident

8.14 Any more restrictive interventions should only be used following training in PROACT-SCIPr-UK® methods. All staff will be trained in PROACT-SCIPr-UK® methods and will receive regular yearly updates.

8.15 Any physical intervention required on a regular basis used within the context of PROACT-SCIPr-UK® will be clearly set out and agreed within the Personal Support Plan. This will look to be reduced over time with a restraint reduction plan.

8.16 No person is expected to put themselves at risk by intervening to support a pupil or student, however, the safety of the pupil/student and of other pupils/students is paramount. Staff may experience physical injury – it is accepted that staff may need time and support to recover. Support may be offered by team members or the Senior Leadership Team

8.17 The Governors and Senior Leadership Team of the school will support the actions of staff in the use of physical intervention provided that they have been conducted in the context of this policy and the methods drawn from PROACT-SCIPr-UK®.

8.18 When intervention is necessary the following factors are important:

- ★ Other strategies have been used first (e.g. the Ten Gateways)
- ★ Intervention is the final resort
- ★ Only use the least restrictive intervention necessary
- ★ Only intervene for the minimum length of time necessary
- ★ Only agreed PROACT-SCIPr-UK® procedures to be used by trained staff unless the Duty of Care overrides this in an emergency
- ★ The incident and intervention **must be recorded on Arbor as soon as possible i.e. within 24 hours or the same working day**
- ★ Parents / carers **must be informed** by the class teacher on the same day whenever an intervention has been used.
- ★ Consideration of medical diagnosis.
- ★ Staff involved will have an opportunity to debrief with a PROACT-SCIPr-UK® instructor

8.19 Great care is to be applied when equipment is used that may restrict the movement of pupils and the school has adopted the following guidance from the The Department For Education / Department Of Health (June 2019).



'Mechanical restraint involves use of a device to prevent, restrict, or subdue movement of a person's body with the aim of controlling their behaviour. Mechanical restraint may be used to manage extreme aggressive behaviour directed towards others or to limit self-injurious behaviour of extremely high frequency and intensity. This contingency is most notably encountered with small numbers of children and young people who have severe cognitive impairments, where devices such as arm splints or cushioned helmets may be required to safeguard them from the consequences of their behaviour. Any such devices should only be put in place by people with relevant training, qualifications, skill and experience. Wherever mechanical restraint is used as a planned contingency, it should be identified within a support plan which aims to obviate the need for its continued use'.

8.20 Staff should be aware of the use of lap-belts and trays to keep a child seated. If this is a piece of equipment which has been identified by a therapist then it should be agreed by a multidisciplinary team then this should be recorded in a child's Health Care Plan and or additional therapy guidance. We should not be using any form of mechanical device as a restraint method.

8.21 Some classes have magnetic doors which are opened by high buttons / switches. These are there to ensure the safety of pupils. There will be no occasions in school where a child is left unsupervised within a room which has a high button / switch. Adults will always be around to let a child out if they make a request or in case of danger. These doors are automatically open when the fire alarm is activated.

8.22 At times it may be necessary for staff to undertake a 'dynamic risk assessment'. This involves fluid environments, where individual staff may need to make quick mental assessments and actively manage risks. This may be the result of a new behaviour being displayed or behaviours being displayed which puts the young person or others in danger. Doing a dynamic risk assessment enables staff to continuously evaluate the implications of changing conditions or situations.

## **9.0 CHALLENGING BEHAVIOUR**

- 9.1 Definition – behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in jeopardy, or behaviour which is likely to seriously limit or delay access to, and the use of, ordinary community facilities. "Emerson et al" 1997.
- 9.2 A small number of students present behaviours that challenge the total resources of the school.
- 9.3 Such behaviours may be typically aggressive or self-injurious but also may include students presenting high levels of ritualistic or stereotypical behaviour.
- 9.4 The nature of challenging behaviour is such that even with all the expertise available there exists no simple easy answer to its management or model that can generally be applied to its manifestations.
- 9.5 Staff therefore must approach such behaviours with calmness and open mindedness using careful observation, analysis and planning. Tier 3 of the PSP must be adopted in this case and support services may be useful to assist with this. The adopted Risk Assessment Proforma is included in Appendix 5 for students showing high incidents of challenging behaviour over an extended period of time.

## **10.0 UNDERSTANDING THE BEHAVIOUR.**

- 10.1 The PROACT-SCIPr-UK® framework supports the understanding of:
1. All behaviour is a form of communication
  2. The function of the behaviour (Sensory, Escape, Attention/Connection, Tangible)
  3. The whole approach

4. The understanding of the setting events, antecedents and consequences within a behavioural episode
5. The assault cycle and calming times
6. Individuals needs eg sensory, health, physical, mental, social and wellbeing.
7. The use of Proactive (70%) Active (20%) and reactive strategies (10%)

10.2 It is recognised that a students' need could be disguised or the same behaviour used to communicate a number of different needs. Even if interventions, given reasonable time, do not seem to impact upon the behaviour they may well still assist in its diagnosis. It is recognised that it takes time to learn a new more appropriate behaviour.

10.3 Behavioural Interventions – when prescribing individual programmes different aspects of function must be taken into account.

1. Pattern of behaviour
2. Developmental level
3. Physical disability
4. Associated neurological impairments
5. Underlying aetiology and pathology
6. Social and emotional factors

10.4 Prevention of violence and inappropriate behaviours through manipulation of antecedents and calming techniques should always be the initial choice of strategy. The procedure for intervening in an aggressive situation is specific to each individual. The minimum amount of staff intervention for these incidents must always be stated. No behavioural programme will be devised without liaison with parents/family unit.

Understanding the probable causes of behaviour is a pre-requisite for developing a positive behaviour programme.

<b>Antecedents</b>	<b>Positive Interventions</b>
Psychiatric disorders	Realistic goals
Temperature/weather	Independence skills training
Reaction to medication	Positive reinforcement
Medical/health	Functional communication programme
Fatigue	Health education programme
Low self-esteem	Respect of emotional needs
Possible intervention (to above)	Social praise
Limited communication skills	Increase motivation
Possible intervention (to above)	Confidence building
Impaired emotional responses	Communication programme
Possible intervention (to above)	Interactive programme
Need for attention	Opportunities for personal space
Possible intervention (to above)	Low distraction environment
Poor self-identity	Constant setting
Possible Intervention (to above)	Consistent routine
Over stimulation	Trust building
Possible intervention (to above)	Sound knowledge of child
Resistance to change	
Possible intervention (to above)	
Physical discomfort	
Possible intervention (to above)	

## 11.0 STAFF SUPPORT

- 11.1 Most staff at some time in their careers will be challenged by student behaviour and be unable to make an appropriate response.
- 11.2 At this school the management of problem behaviour is regarded as being corporate responsibility and not the sole responsibility of the member of staff dealing directly with the pupil.
- 11.3 The ethos of the school is such that all staff can discuss with colleagues concerns they have about individual children and obtain support and guidance.
- 11.4 A team approach is adopted and maintained. Opportunities exist to discuss problems at class team and department levels.
- 11.5 As soon as possible after the use of physical intervention, the members(s) of staff involved should be de-briefed by a member of SLT/LAL/ PROACT-SCI Pr-UK® instructor (that was not involved in the incident), to allow for reflection upon the event and a facilitated discussion re. the warning signs of an impending incident, whether any previously agreed behaviour plans were followed, what de-escalation strategies were used and how effective they were, and what might be done differently in future.
- 11.6 Appendix 6 is a list of strategies which will help with behaviour management.

## 12.0 PREVENTION CHECKLIST:

12.1 Physical interventions are only employed after other, less intrusive, methods e.g. de-escalation strategies have been fully explored and found wanting. Prevention of challenging behaviours through alternative methods should reduce the extent to which physical interventions are employed.

### 12.2 Prevention checklist (BILD 1996)

1. Analyse environmental and personal setting conditions.
2. Reduce exposure to situations where personal and setting conditions occur together.
3. Identify triggers for aggression and violence.
4. Avoid the presentation of triggers at critical periods.
5. Adapt the environment to minimise the likelihood of serious harm.
6. Develop behaviours that lead to positive behaviours.
7. Consider personal triggers such as hunger, thirst pain and Environmental factors such as heat, cold and noise.

- 11.3 Physical interventions are not seen as a discrete self-contained package, but a graduated response to minimise conflict/anxiety and avoid confrontation. Physical interventions are only employed when other less intrusive approaches have been fully explored. Physical interventions are always combined with other strategies designed to support the development of more appropriate behaviours (BILD 1996).
- 11.4 At the school there are a wide variety of incidents in which physical interventions may be appropriate or necessary to support, calm, escort or “restrain” a child.
- 11.5 **Supportive physical contact**  
1) Touch Support

At the school, many children require gentle touch/contact throughout their school day. During these times PROACT-SCI Pr-UK® principles and techniques will be implemented to ensure safe handling at all times:

- to encourage them to move from A to B

- to remain seated or within close proximity of adults
- to encourage gentle physical contact of others and demonstrate appropriate gentle handling
- to support children with mobility difficulties
- to assess the level of physical stress, anxiety in children
- to place adults in safe physical position to monitor possible escalation in challenging behaviours. Children who experience difficulties with physical contact and touch will not be held using supportive physical contact. Close proximity and modelling of these techniques may be appropriate.

11.6 **PROACT SCIPrUK® Physical Interventions:** The following interventions may be used:

Assertive Commands
Touch support
Two Person Touch support (R)
Protective Stance 1 & 2
One Person Escort (R)
One Person Escort Kent Variation (R)
One Person Escort with touch support (R)
The Hug (R)
Front Arm Catch (RC)
Front Approach Prevention (RC)
Front Hair Pull Stabilisation and release / with assistance (PS)
Back Hair stabilisation and release/with assistance (PS)
Front Choke Windmill Release
Back Choke Release
Two Person Arm Support (RC)
Two Person Escort Kent Variation (R)

11.7 Physical interventions listed above may be “appropriate/necessary” for a variety of reasons.

**1. There is an imminent risk to self:**

- a child is absconding at of risk outside school environment
- self-injurious behaviour, e.g. head banging, self-biting, public masturbation, self-scratching, eye poking etc.
- behaving in a self-destructive fashion e.g. climbing on an unsafe area or in an unsafe manner
- eating dangerous materials e.g. plastic bags.

**2. There is an imminent risk to others (staff or pupil)**

- biting
- hair pulling
- smacking
- kicking
- inappropriate touch e.g. strangling rather than hugging
- punching
- scratching
- throwing “missiles” e.g. cups, plates, tables
- hitting with implements/weapons
- pupils fighting
- rough play

**3. There is an imminent risk of damage to property**

- destroying other pupils’ personal possessions, (staff will assess if the possession ‘warrants’ physical intervention)

- smashing windows
- smashing furniture
- cutting electrical wires, phone lines etc.
- smearing faeces in communal areas
- destroying physical environment
- damaging school grounds
- damaging cars

**4. There is an imminent risk to wellbeing, good-order and security of peers e.g.**

- continual/persistent screaming/shouting
- continual persistent swearing/verbal abuse
- refusal to wear clothes
- urinating in class area
- flooding classrooms
- continual food throwing
- grabbing other peoples' food
- destroying others' work
- obsessive/ritualistic behaviours - very high levels e.g. climbing over classmates' desks continually refusal to accept sanctions

**5. A student is engaged in a criminal act.**

- 11.8 The interventions trained each year are planned following a pre-audit based on the changing needs of the school, pupils, staff or classes. Additional class/person specific training may take place outside of the normal training programme based upon a risk assessment as required.
- 11.9 All incidents will be logged and recorded using the school Arbor behaviour system and accident proforma as appropriate. Meditracker will be used for any injuries of student or staff
- 11.10 All staff are given induction PROACT-SCIPr-UK® training in PBS, Positioning and proactive PIs (Assertive Commands, Stance, Protective Stance and Touch Support) All teaching staff have the Introductory and (annual) refresher training (subject to individual risk assessment).

**12.0 TIME OUT – WITHDRAWAL/SECLUSION**

12.1 Pupils may actively choose “time out” to calm down from an episode of challenging behaviour. This could involve pupils choosing to move to a quiet space for a period, for example when their anxiety level rise and they become agitated, in order to calm down and ‘self-regulate’ their behaviour, averting the need for physical intervention.

**WITHDRAWAL**

~~12.2~~ This may take one of two forms – open or closed and be for non-exclusionary or exclusionary purposes. Open time-out may be in an open area such as in the classroom e.g. at their work station, outside the class e.g. on a chair or nearby. They may be also in the field or gated playground, under staff supervision. Closed time-out may be in a quiet room or group teaching area.

Staff should normally supervise or monitor from an appropriate distance, to support the pupils and monitor their progress until they are ready to resume their usual activities; pupils can go to, enter or leave the area of their own free will. The use of such spaces will be written into a Personal Support Plan and should be agreed by parents. Pupils may choose to take themselves to the Quiet Room to opt into time-out to calm. For other pupils the use of the Quiet Room as a calming room may be preferable to the use of a physical intervention. This is considered time-out as they can exit at any time. This space is used to provide the pupil with an experience of a low arousal environment to help them calm.

#### SECLUSION:

If pupils are presenting with severely disturbed behaviours that place themselves / others at significant risk of harm, under exceptional emergency circumstances they may need to be removed (using reasonable force) to calm down in a supervised quiet room or space, from which they are prevented from leaving, this could be considered as a seclusion-type situation. This is **never done to punish or isolate the pupil**. This is an emergency intervention to maintain safety and is not promoted by the school or the PROACT-SCIPUK® network. Authorisation from SLT must be sought if this is used. Pupils should only remain in these spaces for as long as necessary i.e. the shortest possible period of time to manage the situation and restore safety. This will only be undertaken as a proportionate, least physically restrictive option designed to safeguard their psychological and physical health and actively reduce the frequency of incidents, automatically triggering a review of support plans.

All such incidents will be recorded in Arbor so that a clear record exists and incidents can be analysed for triggers etc and used to help review 'restraint reduction plans.'

This approach complies with the advice of the The Department for Education / Department Of Health (June 2019) and the BILD Guidance on Time Out and Seclusion (2009)

### 13.0 EQUAL OPPORTUNITIES

13.1 Five Acre Wood seeks to eradicate unfair and discriminatory practices, especially those that are to the detriment of pupils and students on the basis of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability, religious or political beliefs or any other irrelevant distinction.

### 14.0 HEALTH & SAFETY

14.1 Unfamiliar and / or cover members of staff will need to ensure that they have read and understand individual pupil's personal support plans, before working with them. Time for this to be undertaken is built into training prior to the start of the school day.

14.2 All staff will be made aware of any behaviour programmes and procedures relating to particular pupils or students. It is the responsibility of the class teacher to ensure that personal support plans are regularly reviewed, updated and signed by the LAL/SLT-

### 15.0 MONITORING AND EVALUATION.

15.1 Individual Class teachers will ensure that all behaviour incidents/intervention that take place in their class are recorded on Arbor. This information is used to target resources, review personal support plans and target those who may require support from the behaviour manager in the form of a meeting with class, pupils and families. Meditracker will be used where injuries have occurred to either pupil, student or staff. Information is reported to governors on a regular basis.

15.2 The policy will be reviewed annually. Its effectiveness will be judged by the confidence of staff in managing behavioural difficulties because of the strategies and procedures outlined in the policy.

#### Documents used in the formation of this policy:

Section 550A of the Education Act 1996: The Use of Force to control or restrain pupils. Circular 10/98 DFEE

Education & Inspections Act 2006

KCC Invicta Manual – Model School Policies



Kent Guidelines “Developing & Implementing an Effective Policy”

DFEE Circular 9/94 “The Education of Children with Emotional and Behavioural Difficulties

RISK ASSESSMENT PROFORMA – Use of FORCE TO CONTROL OR RESTRAIN PUPILS – John Perryman

SEN Department DFES

The Children’s Act 1998

Use of reasonable Force – Advice for Principals, staff and governing bodies July 2013

BILD Guidance on Time Out and Seclusion (2009)

Kent PROACT-SCIPrUK® network (2020)

Human Rights Act 1998

BILD Guidance on Time Out and Seclusion (2009)

DFES (2003) Guidance on the use of restrictive physical interventions for pupils with severe behaviour difficulties

The Department for Education / Department Of Health (June 2019) document “Reducing the Need for Restraint and Restrictive Intervention. Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings



Behaviour and discipline in schools Advice for headteachers and school staff  
January 2016

Improving behaviour in school, Education Endowment Foundation 2019

RRN Training Standard July 2021

Siegel, D.J & Bryson, T.P (2012). *The Whole-Brain Child: 12 proven strategies to nurture your child’s developing mind*. London: Robinson.

Appendix 1 - Personal Support Plan

	<b>Personal Support Plan Section 1</b> 	Name:	
		Age/Class:	
		Need:	
		Start date:	
		Update/ review:	

<b>Proactive (Calm/Ready to learn)</b>				
<b>What we see:</b>		<b>My Motivators/Important to me:</b>		
<b>How you can best support me</b>				
<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Social, Emotional &amp; Mental Health</b>	<b>Sensory &amp; Physical</b>	<b>PFA/Independence</b>
<b>What I need:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<b>What I need:</b>	<b>What I need:</b>	<b>What I need:</b>	<b>What I need:</b>
<b>Resources</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Resources</b>	<b>Resources</b>	<b>Resources</b>	<b>Resources</b>

## Personal Support Plan Section 2

### Tier 2

#### Antecedent intervention - targeted support

1. Visual timetable
2. Weekly zones of regulation sessions

#### Positive Programming

Teach.....to.....

Function	Active (on the edge/ becoming anxious)	Reactive (crisis/ significant incident)	Recovery (calming/ relaxing/ back to base state)
Escape	<u>What we see:</u> 1. 2.	<u>What we see:</u> 3. 4.	
	<u>What we do:</u> When..... staff will.....	<u>What we do:</u>	
Restrictive intervention Reduction Plan :		Approved PROACT-SCIPr interventions:	Vulnerability assessment complete? Yes/No

Parents/Carers

I confirm I am happy for this information to be shared with all staff working with the named student

Name	Signed:	Date:
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Staff

Name	Signed:	Date:
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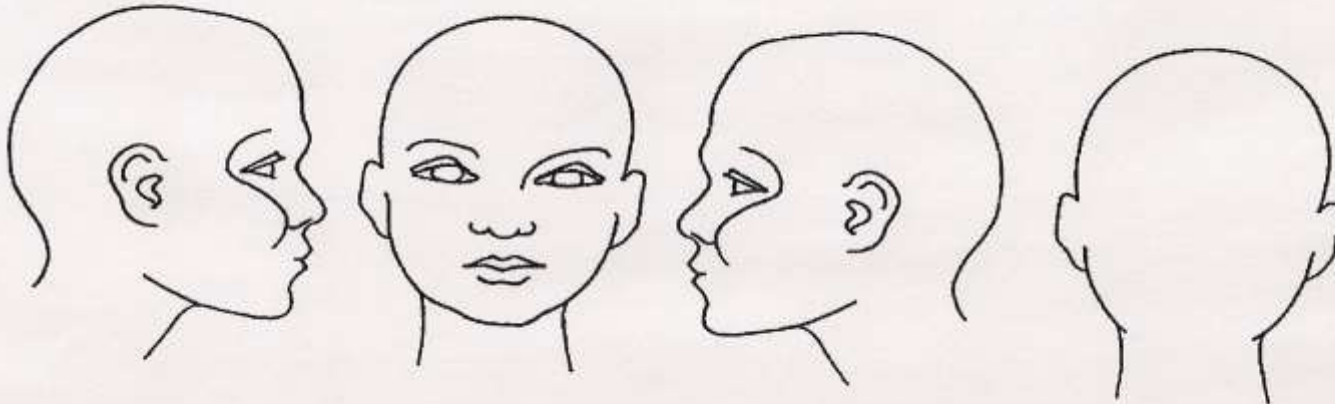
DRAFT

DRAFT

Appendix 2

APPENDIX 4: BODY MAPS

Body Map: Child



When you notice an injury to a child, try to record the following information in respect of each mark:

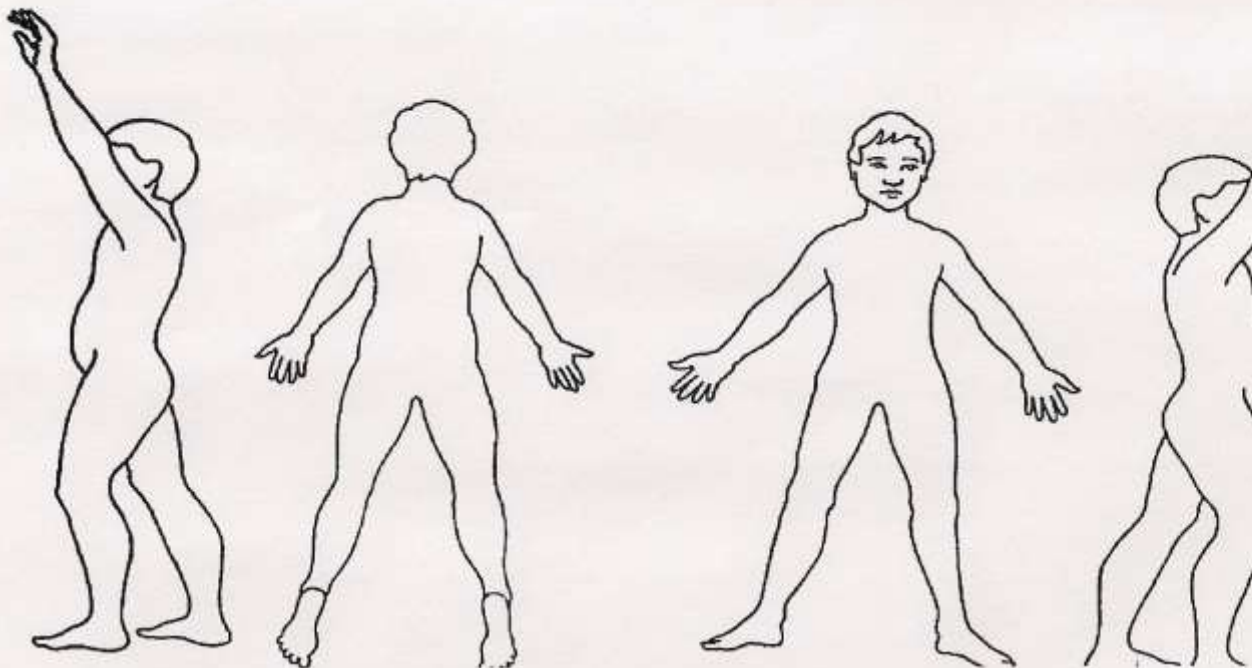
- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? / any blistering? / any bleeding?
- Is the injury clean? or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?

Child & Young Person Name..... Date of Birth.....  
 Date & Time Body Map Completed.....  
 Name of Person Completing Body Map..... (Please Print Name)  
 Signed..... Designation/Base.....  
 Witnessed by..... (Please Print Name) Signature .....



## Appendix 2

### APPENDIX 4: BODY MAPS



**When you notice an injury to a child, try to record the following information in respect of each mark:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? / any blistering? / any bleeding?
- Is the injury clean? or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?

Child & Young Person Name.....Date of Birth.....

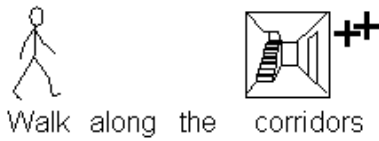
Date & Time Body Map Completed.....

Name of Person Completing Body Map..... (Please Print Name)

Signed.....Designation / Base.....

Witnessed by.....(Please Print Name) Signature

SCHOOL RULES



Walk along the corridors



Move around quietly, respect that others may be working



Care for and respect your peers



Be courteous and polite to visitors



Care for equipment, either your own, that of others or belongings to the



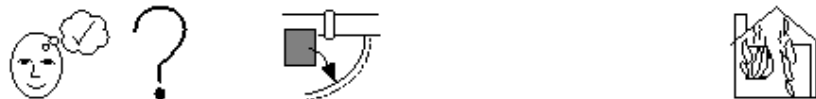
community



Put litter in the bins provided



Behave appropriately in public places



Know how to keep safe - knowledge of the fire drill etc

## ***Student Charter.***

Please respect me by following this charter, especially when you are designing your behaviour support plans for my challenging behaviour.

- ❖ Be consistent with me.
- ❖ Allow me time to think about what is happening and time to respond.
- ❖ Give me various and regular opportunities to communicate in my chosen way.
- ❖ Encourage me to make choices and allow me to tell you what I do not like.
- ❖ Remember to let me know what I am going to do, talking to me, warning me, using consistent and gentle cues that you are going to communicate with me.
- ❖ Let me know what is going on around me.
- ❖ Please talk to me and explain things simply so that I can understand and in an age appropriate way.
- ❖ Do not talk over me unless I am involved in the conversation.
- ❖ If it is necessary then please explain this to me and keep it brief.
- ❖ Let me help you, open doors, take my coat off etc. allowing me to be as independent as possible.
- ❖ Please think about the school and how it is different when you are not independently mobile.
- ❖ Try not to interrupt me when I am communicating with others.
- ❖ Consider where I am positioned - is it too hot? In the sun's glare? Next to a noisy computer? - I need to be comfortable.
- ❖ Please give me privacy and dignity at all times.
- ❖ Respect my property and equipment.

**Appendix 5 - INDIVIDUAL PUPIL RISK ASSESSMENT – (Name)**

**To Be Read In Conjunction With Pupil’s Behaviour Support Programme**

<b>Summary of Stated Needs:</b>	
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Potential Hazards (and description)	People Specifically At Risk From Identified Hazards	Control Measures Required To Reduce Risk To Acceptable Level

<b>SUMMARY OF RECOMMENDATIONS</b>	

<b>Completed By</b>	
<b>Name</b>	<b>Date:</b>
<b>Signed</b>	
<b>Role</b>	Head Of School / Class Teacher
<b>Formal Review Date</b>	

APPENDIX 6  
Strategy Bank

1. Consistency with communication; attention to both verbal, augmentative communication and body language.
2. Have confidence in self, sufficiently so, to generate confidence in the students. Carry conviction.
3. Consistency in approach - good communication systems. Keeping other staff members and other professionals (e.g. therapists) informed of the approaches being used. Support colleagues. Active team membership of class/department/school teams.
4. Give strategies time to work.
5. Communicate clearly targets to students. Ensure that the targets are realistic for the student in relation to his present performance and in relation to the performance of his peers. State criterion of success.
6. Environment/atmosphere, calm, having routines, rules, encouraging security, sharing values, adequate equipment and resources.
7. Allowing and enabling students to express themselves appropriately. Opportunities for self advocacy and opportunities for students to question and make informed choices.
8. Appropriate response to unacceptable behaviour. If any controversial methods of management are to be utilised e.g. "time out", seek advice/support/oversight.
9. Avoidance of confrontation - know one's students.
10. Give students time to assimilate (let things sink in) and to respond. Listen to what students say.
11. Developing understanding, empathy, trust and support.
12. Attention to group formation and to the management of groups within the classroom.
13. Be positive! Encourage a system of positive rewards/incentives, to be developed and consistently maintained to encourage appropriate behaviour rather than a reliance on negative sanctions. Ensure that the student perceives that rewards are related to good behaviour.
14. Well planned/prepared **Individual education Plan and targets** /group lessons. Structure lessons to account for individual differences.
15. Provide a good model of behaviour and attitudes. Avoid cases of "Do as I say and not what I do" e.g. "I won't have you shouting in my class" shouted at the class by the teacher.
16. Teaching children through symbols, signs etc how to recognise emotions both in themselves and others.

Empathy: "I can tell that you are angry..... What can we do to help?"

## APPENDIX 7

### Five Acre Wood Suspension statement

#### Suspensions

At Five Acre Wood, suspensions are a very last resort, are used extremely rare and only after all other behaviour programmes, strategies and disciplinary avenues have failed.

Five Acre Wood operates an in-school suspension system for children whose behaviour is causing concern at specific points. In a small number of cases the Principal will impose a fixed term suspension inevitably of one day only but more in exceptional circumstances. This type of suspension has to be viewed as trying to provide a salutary reminder of the consequences of poor behaviour for the child. Continued sequences of short, fixed-term suspensions are not desirable or helpful. Where this does occur, then the School will take steps to initiate a review of the suitability of the child's placement at Five Acre Wood. The School has very strict rules about notification of parents and the Area Education Office, and the maintenance of an incident record in all cases of even one-day suspensions.

The School is empowered to operate a fixed-term suspension for a period of up to 45 days in any one school year. Where suspensions exceed 1 day then homework must be given and marked.

After a suspension has taken place, parents will be expected to accompany the child back to School to meet with the Principal/Head or Deputy Head Teacher (AHT if not available). The purpose is to ensure that the reasons for the suspension are clearly understood and to set down what each party's responsibility will be to improve on the current performance.

#### Permanent Exclusions

As far as the school is concerned, this is the last resort. It is the end of the line in terms of failed initiatives, strategies, programmes, and contracts. Very rarely would a child receive a permanent exclusion unexpectedly (i.e. as a result of an out-of-character incident). There has to be substantial documentary evidence to support a permanent exclusion, and this has to be reinforced with clear explanations of strategies and difficulties.

Where it is shown that:

- There has been a clear decline in the quality of a child's behaviour and a defiant lack of conformity to the authority structure of the School at an extreme level; and
- A variety of approaches have been tried with the child in consultation with parents
- The continued influence of the child in the class and School environment is detrimental to the wellbeing of the overwhelming majority of children
- The child has infringed the strict rules on drugs and dangerous weapons.

The School is placed in a situation where permanent exclusion is forced upon it. The rules for a permanent exclusion are subject to a strict legal code and this step can only be taken by the Principal. The associated notification and appeals process is clearly set down in the School (see the Principal for information). The Governing Body and Local Authority have an automatic role at this point and in certain instances, reinstatement of an excluded child may be ordered.

Points to bear in mind;



- 1 In all cases there must be clear evidence to support the case for a child's permanent exclusion
- 2 There should be a detailed incident log
- 3 There must be evidence of behaviour programmes and other strategies employed
- 4 There should be evidence of multi-agency input and advice having been sought
- 5 There should be evidence of a Pastoral Support Plan (PSP) detailing inter-agency and parental agreement on other strategies which could be adopted.

Permanent exclusion is never an answer to a child's behaviour difficulties. It is never imposed lightly or in the heat of the moment. It is used extremely rarely by the School, but in circumstances which leave no other choice.

The school follows county guidelines for both fixed and permanent exclusions and full procedures are available for scrutiny in the Principal's office.

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<b>Appendix 8</b>	
<b><u>How to complete a high quality Arbor behaviour log at FAW</u></b>	<b>Complete?</b>
1 - Ensure that all relevant drop down boxes are completed and accurate to when the incident happened (not the time of recording) e.g. date of incident, time, location	
2 - The incident has been assigned to the 'Form Tutor'	
3 - Ensure that the incident summary is completed, this must be: <ul style="list-style-type: none"> <li>- Written in <b>third</b> person e.g. Child A was on the trim trail, E (staff) approached to.....</li> <li>- Based on the <b>ABC</b> of the behaviour (see guidance below) – use the headings <b>Antecedent, Behaviour, Consequences</b></li> <li>- Be <b>objective</b> and <b>factual</b>.</li> <li>- Be written using standard English and <b>correct spelling and grammar</b>.</li> <li>- Give enough <b>detail</b> of the incident to be able to inform next steps.</li> </ul>	
4 - Once the incident has been 'logged', add notes to the record to summarise any follow up actions that were taken e.g. Parents were informed via telephone, first aid given.	
5 - Ensure that all pupils involved are listed under 'student participants' but that the behaviours are listed as 'victim' for those that were not exhibiting challenging behaviour.	
6 - All incident logs <b>must</b> be proof read before submitting.	
<b>Guidance for Incident Summary:</b>	
<p><b>Antecedent:</b>  What happened before (positive or negative) and can include any triggers, signs of distress or any environmental information  This can sometimes be clear-cut such as somebody saying 'no' to a request but for some of our students it can be more difficult to identify because the cause may be related to internal factors that we cannot easily see e.g. sensory systems being dysregulated or an environmental factor such as heat or hunger.  We also need to recognise that antecedents can be cumulative over time. Whilst on it's own, one 'trigger' may not lead to behaviour that is unhelpful, if there are multiple antecedents over time that aren't noticed, this can lead to a seemingly disproportionate reaction later on.</p>	
<p><b>Behaviour:</b>  Record details of the behaviours, without judgements or assumptions. Describe the behaviour rather than jumping to conclusions as many of our students will have difficulties expressing their feelings in an appropriate way.  For example, anxiety may present as worry but could also present in repetitive behaviours or aggression  Think about the purpose of the behaviour</p> <ul style="list-style-type: none"> <li>• To fulfil a sensory need</li> <li>• To escape</li> <li>• To gain attention</li> <li>• To gain a tangible (to get an object or event that fulfils a need)</li> </ul>	
<p><b>Consequences:</b>  Often the consequence or outcome of the behaviour can provide clues as to what the child is feeling, by showing what the child is trying to achieve. It is also important that we think of consequences as the</p>	

action taken after the behaviour, not what sanction was applied. Consequences can sometimes be reinforcing the behaviour. Record exactly what happens including what the children does and what adults do to support them. E.g. follow up talk, phone call to parents etc. Some behaviours serve more than one purpose: your pupil may make noises when in assembly so is removed – they make noises because it has an echo in the hall, and they do not enjoy assembly so is rewarded

**Debrief:**

After each significant incident, but especially where a child has hurt themselves or others it is important that staff involved are given sufficient time to discuss the incident when it is over. This time can be used to discuss the antecedents with the ideal being that triggers can be identified so that strategies can be put in place to minimise the frequency of the behaviour.

Details of any actions taken as a result of a debrief should be added to the Arbor report.

**Incident Summary Example:**

Jay class were playing in the trim trail after snack. O was climbing on the wooden train. MHS asked him to stop as he might hurt himself and started walking over. O got down. EMW then started trying to climb the train, MHS asking her to stop but she did not. This angered O and he began shouting at her to stop. Oscar was visibly close to crisis, so MHS was comforting him and offering options like if he wanted to go and sit in a quiet place. However, EM and FP would not stop talking to/shouting at O, despite advice. O was agitated that they both wouldn't leave him alone and this sent him into crisis. O began by screaming incredibly loud at a very high pitch, and then began screaming saying "I am going to hit you" to EM and tried to move towards her. MHS stepped in the way and one person used touch support to redirect him to another area of the trim trail. MHS instructed the rest of the class to move away and stand by the gate. MHS continued to calm O down. EE came to help with transition and got the rest of Jay class out. O slightly calmed once E had left but was still screaming. MHS asked him if he wanted to sit down and O said "yes". They sat under the climbing frame. O was crying, very hot, sweating and shaking. He laid down for a while. He then began speaking to MHS and was still saying how he wanted to kill E. After about 30 mins of sitting and talking to MHS he then asked to go to class and have a nap. They left trim trail. Oscar was regulated from then. Parents were informed of the incident via contact book and debrief conversation to take place between staff and other children involved to help them to understand the impact of their actions.