

BEHAVOUR SUPPORT

POLICY & PROCEDURE

Policy Control/Monitoring

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| **Approved by:**  **(Name/Position in Organisation)**    **Date:** | **John Steward**  **Headteacher**  **May 2023** |
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| **Amendments/additions** | Version 1.0 |
| **Replaces/supersedes:** | Consistent Approach Policy & Positive Behaviour Support Policy |
| **Associated Policies:**  **Associated National Guidance** | Safeguarding Policy (including Child Protection)  Anti-bullying Policy  Moving and Handling Policy  Health and Safety Policy  Curriculum – RSE  Accident, incident and near miss reporting policy  Mental Capacity Act 2005  https://www.legislation.gov.uk/ukpga/2005/9  SEND Code of Practice *DfE & DHSC*  Keeping children safe in Education *DfE*  Positive environments where children can flourish *Ofsted*  Reducing the need for restraint and restrictive intervention  HSC 3065 – Implement the Positive Behavioural Support model (level 4, ref: T/601/9738)  Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges.  Stopping over medication of people with a learning disability, autism or both (STOMP)  Positive and proactive care: reducing the need for restrictive interventions, Department of Health (2014)  Violence and aggression: short-term management in mental health, health and community settings NICE guideline  Use of Reasonable Force in Schools  Working Together To safeguard Children  Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England May 2023 |
| **Document status** | |  | | --- | | This document is controlled electronically and shall be deemed an uncontrolled documented if printed.  The document can only be classed as ‘Live’ on the date of print. | |

Equality Impact Assessment

This document forms part of Percy Hedley’s commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

**Version Control Tracker**

| **Version Number** | **Date** | **Author/ Title** | **Status** | **Comment/Reason for Issue/Approving Body** |
| --- | --- | --- | --- | --- |
| 1,0 | May 23 | Barry Reed | DH | PHS HT and GB |

**Roles & Responsibilities**

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| **Role** | **Responsibility** |
| **Chief Executive** | Overall responsibility to ensure this policy conforms to  current guidelines and best practice. Ensuring resources and infrastructure are available to allow its implementation. To achieve a safe working environment which includes the safe and effective management of behaviours of concern, correct documentation and a commitment to a culture of restraint reduction. |
| **The Executive Team** | The executive team is responsible for the approval and ratification process, monitoring and review of this policy. |
| **Head of Service/Head of department** | Ensure effective implementation of this policy within their department in conjunction with an accredited NAPPI trainer to assist with task-based responsibilities.  Ensure a current list of all policies is available to all staff and a mechanism is in place for circulation and monitoring access.  Monitor dates of policy reviews and notify accountable person of need to review policy. |
| **Health and Safety Manager** | They are responsible in maintaining a robust dynamic risk assessment process and liaising with heads of service to provide suitable equipment and resources to enable safe and effective management of behaviour of concern  They ensure that this policy is kept up to date in accordance with current health and safety legislation and guidance and ensure this policy is adhered to whilst completing H&S audits/ inspections.  They provide support to heads of service and managers in the deployment of this policy.  Review accident, incident and near misses resulting from behaviour of concern to identify any additional suitable controls. |
| **Training Development Officer** | Support Line mangers to develop training needs analysis and develop individual training plan for staff identified as requiring training. Arrange and evaluate training and development to enable staff to safely manage behaviours of concern, promote a culture of restraint reduction and implement a system of Positive Behaviour Support across all settings. |
| **Head of Quality** | Provide framework for audit of behaviour policy and compliance. Provide audit report to Board. Monitor the effectiveness of this policy with senior leadership team. Raise awareness of non-compliance with Headteacher. Ensure policy is signed off and uploaded to PHF Connect. |
| **NAPPI Trainer** | Accountable for own conduct and practice according to personal code of professional practice and NAPP UK standards. Ensure staff compliance. Support and teach the principles of this policy with all staff, carers, volunteers, and parents. Deliver NAPPI training in line with standards set by NAPPI UK. |
| **Head of Technology** | Ensure the policy is uploaded onto the website and is available for all staff to access |
| **All staff** | Compliance with this policy and practice within own scope of practice and competence. Ensure all records are clear and unambiguous. Escalate concerns to line manager. |
| **Parents/ Carers** | Ensure staff have all relevant information regarding child/young person or adults’ behaviours of concern and intervention strategies to enable positive behaviour support. |

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**1.Rationale**

Pupils arrive at Percy Hedley School - PHS - because of a phase transition or change of provision. Pupils come from a number of different local authorities, some travel relatively far from home to attend Percy Hedley School. We believe that pro-social behaviour is the essential foundation to build a safe, creative and effective teaching and learning environment which enables all pupils to thrive. We recognise the need to teach values such as respect and tolerance, fairness and inclusion as well as knowledge and skills. We have high expectations for our pupils and have developed a range of practices to support them. We believe in equality of opportunity for all pupils and promote community cohesion, treating everyone with dignity and respect.

At PHS it is of paramount importance that pupils are safe and feel safe in our school, and the Behaviour Support Policy is one of a suite of policies at PHS relating to keeping pupils safe.

PHS aims to provide pupils with a high quality of education in a nurturing, caring, supportive and ordered environment which will help to prepare and encourage all pupils to fully participate in their home, school and community.

Good behaviour support is seen as an important part of the curriculum. It is essential for effective teaching and learning and is needed to encourage good engagement and behaviour from pupils. It is also needed to maintain a safe, calm and orderly environment and a positive atmosphere the school.

We aim:

* To create a safe and secure environment for pupils and staff in which the rights of all are acknowledged and respected.
* To create a positive learning environment in which the attitudes and actions of the pupils are reflected in the effectiveness of teaching and learning.
* To provide a well organised, planned and sequenced curriculum with a range of opportunities to promote good behaviour and attitudes from pupils.
* To foster mutual respect and to support pupils to develop confidence, pride, self- esteem and self-efficacy.
* To achieve a positive philosophy of behaviour and to ensure a consistent whole school approach to behaviour support.
* To work together with parents/carers and multi-agency professionals to ensure best practice in relation to behaviour support.
* To ensure that effective systems and processes are in place to support behaviour.

**2. Context**

Percy Hedley School is a special school for pupils with special educational needs and disabilities, and we recognise that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When behaviour incidents occur, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident will be made on a case-by-case basis.

When dealing a behaviour incident, especially where their SEND affects their behaviour, we will balance our legal duties when making decisions about how to respond. The legal duties include:

* Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school’s policies or practices ([Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))
* Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted))
* If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, we will anticipate, as far as possible, all likely setting events and triggers, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

**3. Proactive Behaviour Support**

A positive approach to promoting positive behaviour of pupils is the responsibility of all staff in the school. Pupils should be encouraged to develop an understanding of right and wrong and what behaviour is acceptable and what is not, in a positive way. Developing inter-personal relationships is essential and staff should be able to demonstrate positive regard and foster good relationships with pupils. A positive approach makes allowances for the fact that pupils take time to learn and will make mistakes. It emphasises praising pupils’ efforts, rather than focusing attention on their mistakes and inadequacies. Ultimately, its aim is to enable pupils to begin to manage self-discipline, to take responsibility for their own actions and treat others – and themselves – with care, respect.

A positive approach:

* Establishes and maintains clear boundaries. Our three PHS Values (RESPECT, TEAMWORK and RESILIENCE) have been established and agreed by pupils and staff to ensure that expectations are clearly understood and enable everyone in the school the opportunity to follow consistent approaches in promoting positive behaviour and a safe environment. Teachers also encourage their class group to develop their own class rules, aligned to the overarching school values. These are simple and few, appropriate to the age and development of the pupils, and focus on positive attributes.
* Praise and recognition that is effective should be whole-hearted, attentive and genuinely enthusiastic. It can reinforce positive work, effort, attitudes or behaviour. Positive feedback may be simply given through non-verbal means (eye contact, facial expression or gesture), verbal praise (positive comments or encouragement) or written (in a workbook or home-school diary) and should make clear what the pupil is being praised for and why.

**4. Reasonable Staff Responses to Inappropriate and/or Undesirable Behaviour**

As part of classroom behaviour support, it may be necessary to deal with inappropriate behaviour or incidents. Pupils may need to be given guidance about their behaviour but in such a way that is constructive rather than being critical. Staff are encouraged to use language appropriate to the student’s level of understanding that focusses on empathy such as (e.g., I care about how you feel and I can see you are upset) and statements that tell the pupils what to do, rather than what not to do (e.g. ‘feet down’ rather than ‘no kicking’). This gives them some direction about how to improve their behaviour in a positive, clear and constructive way.

Some minor forms of behaviour are better ignored than given attention. Praising pupils and giving attention to those who are behaving as you want can be a powerful motivator for another pupil to change their undesirable behaviour. It is important to try to praise the pupil as soon as the undesirable behaviour stops – without making ~~any~~ reference to the earlier behaviour.

Behaviour that constitutes a risk to the pupil, to others or to property/surroundings should never be ignored.

There may be occasions when staff are required to manage situations in which pupils have not responded to the positive approaches set out above. Staff will need to choose a proportionate response appropriate to the situation and the pupil’s level of understanding.

**5. Positive Approaches to Classroom Management**

The whole school curriculum provides opportunities to model, encourage and practice positive behaviour but there are also planned opportunities within the curriculum to facilitate the development of fundamental British values (e.g. democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith), emotional understanding and regulation, personal and social skills, self-esteem and independence through elements of the PSHE (personal, social and health education) curriculum.

Pupils can also be encouraged to develop a greater awareness of social, moral, spiritual and cultural issues through the curriculum. How activities or lessons are planned and carried out will substantially affect pupil motivation, engagement, participation and response.

The following suggestions are associated with effective teaching and learning:

* Noise level – classroom activities should be conducted at levels of acceptable classroom noise.
* Pupils should be grouped to maximise effective teaching.
* Learning activities should begin on time with all pupils engaged.
* Reward systems and other visual supports and cues should be in place.
* Different strengths and abilities should be acknowledged beforehand and planned for.

Wherever possible, pupils should be aware of personal targets (e.g., targets related to their EHCP out comes, or success criteria at the start of the lesson):

* Pupil effort should be praised continually by giving explicit verbal feedback / praise or rewards throughout a lesson.
* Pupils should know and be supported to ask for help (e.g., visual supports to promote independence).
* Materials and resources should be prepared and ready before the activity begins.
* Learning activities should be well structured.
* Transitions between one activity and another should be planned for and supported. If possible, bring pupils together as a group at the beginning and end of activities.

**6. Definitions**

**Seclusion** - This must never happen.

* Seclusion means forcing someone to spend time alone against their will.
* Seclusion requires statutory powers (other than in an emergency).

**Safe space**

* These can be used as part of a planned behaviour intervention.
* Provides a low stimulation area for pupils to have quiet time away from the main classroom. Pupils may use this as a means of managing their own behaviour by requesting time in it when they recognise their stress levels are rising.
* It must be agreed in a pupil’s behaviour plan if a safe space is going to be used in crisis situations - all other de-escalation strategies must have been tried first.

**Withdrawal**

* Removing someone from a situation but actively monitoring and supporting them, to help them recover and re-engage successfully as soon as is reasonably possible.

**Movement Breaks / Quiet time / Calm time**

* May be a useful tool for helping pupils to calm down when anxious or agitated

Removing (with cooperation) or guiding a pupil away from an activity or situation is not intended to be a punishment. It is an opportunity for the pupil to leave the situation that has triggered the incident, to become calmer, to reflect on their behaviour where possible, and to make a fresh start. It should not used at random for low-level misbehaviour; it must be proportionate to the level of risk and in pupil’s best interests. If a pupil is often feeling agitated, it is helpful to consider why he/she might be feeling this way and what the function of the behaviour could be.

Before using movement breaks, quiet time or calm time:

1. Explain clearly to the pupil what a movement break, quiet time or calm time is.
2. Establish the reason that warrants a movement break, quiet time or calm time.
3. Pick a low stimulus place for this intervention to happen.

When the pupil is ready to do so:

1. The teacher or staff should invite the pupil back to the group.
2. Praise the pupil now that they are calm and support them back into the lesson.

Use of safe spaces (e.g. small rooms) for breaks - if you have dynamically risk assessed and followed the above guidance, these are the requirements regarding the use of safe spaces for break, quiet time or calm time:

* Pupils can ask for a break in a safe space and use this independently.
* Staff must not tell pupils ‘You need to take a break’ and then use the safe space against their will.
* Safe spaces / small rooms should not be used as a consequence of behaviour.
* If a pupil is harming/damaging/injuring they can be taken with cooperation to safe space and supervised.
* Outdoor learning spaces should not be used to hold pupils against their will.
* Small rooms and outdoor learning spaces are first and foremost teaching spaces.

**7. Consequences**

Staff at our school must have a positive response to challenging behavior. Consequences should be proportionate and restorative. Each individual consequence must be clearly related to the challenging behavior. For example, if a glass of water was thrown and the glass smashed, the consequence would be for the person to clean up the mess and replace the glass.

Offering pupils choices with related consequences helps them to understand that they are responsible for their behaviour.

When giving choices and consequences, the emphasis should be kept on the positive (‘If you do …………. you can…’) is a more effective incentive than (‘If you don’t ……………. you can’t’….). Keep it simple – the use of ‘First…..then…..’ prompts can be a very powerful tool for those pupils who need a visual reminder (e.g. first work, then play).

To be effective, a consequence such as loss of privileges requires a well-established ethos in which some enjoyable/motivating activities can be earned. The pupil must be aware of the level of behaviour that would prompt a loss of privilege. Staff will need to decide whether there is a mechanism for the pupil to earn back the privilege. When considering a behavioural consequence, we will take into account:

* Whether the pupil was unable to understand the rule or instruction?
* Whether the pupil was unable to act differently at the time as a result of their SEND?
* Whether the pupil is likely to demonstrate the behaviours that can challenge due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful to apply a consequence in response to the pupil’s behaviour.

We will then assess if it is appropriate to proceed with a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

The school’s online recording system should be used to record major incidents and behaviour recording charts can be used to record any persistent low-level behaviour, in consultation and agreement with the class’s PBS Coach. Where a pupil has been persistently disruptive or aggressive, an incident form must be completed and passed on to the Behaviour Lead.

The Headteacher must be informed as soon as practically possible if a pupil, staff member or visitor is injured because of a behaviour incident. Records of all incidents collated are analysed by a senior leader on a half termly basis. Where a pupil displays persistent behaviour issues, a behaviour recording chart may be more appropriate than completing lots of incident reports. Information recorded on a behaviour recording chart may help a class team to identify possible triggers for certain behaviours.

**9. Three-Tiered Behaviour Support and Intervention Model**

Pupils’ behaviour at PHS is supported by a three-tiered model for increasingly intensive behaviour intervention:

**Tier 1 (Universal)**

Approaches included in Tier 1 are the guiding principles for behaviour expectations school wide, linked to our school Values (RESPECT, TEAMWORK, RESILIENCE) which continue to be reinforced in the classrooms. These principles provide guidelines to staff on how to increase and maintain positive behaviours as well as how to respond to behaviours that can challenge and prevent future problems for about 75-90% of the pupils. These principles also reflect our school culture, and support school climate and Social Emotional Learning (SEL).

Our schoolwide norms, routines, and procedures are the core focus of this tier as well as reinforcement for pupils when they engage in expected behaviours. These norms are developed collaboratively with stakeholders and create a common language for the entire PHS school community. They provide guidance to all our school members on expected behaviours and reflect our school values. To support Tier 1 all pupils have a PERMA Profile (Appendix 1).

The following are core principles guiding Tier 1:

* Teaching appropriate behaviour to all pupils.
* Intervening early before unwanted behaviours escalate.
* Using research-based, scientifically validated interventions whenever possible.
* Monitoring pupil progress.
* Using data to make decisions.

**Tier 2 (Targeted)**

Tier 2 interventions are provided for the 10-25% of pupils who require support in addition to universal Tier 1 supports. These pupils are at risk of presenting with more intense social, emotional, or behavioural challenges, which if not addressed, could eventually require more intensive Tier 3 interventions.

Tier 2 interventions entail implementing evidence-based interventions matched to pupil’s skill-based needs for a pre-determined amount of time (e.g., 4-6 weeks), and focus on targeted areas of need. Typically, Tier 2 interventions are provided to small groups of pupils who demonstrate similar needs and/or through a standardised delivery across a group of pupils with similar needs.

Pupils who require more targeted support have a PERMA Action Plan (Appendix 2) and/or a Behaviour Support Plan grab-sheet including a time-intensity model and traffic light plan (Appendix 3).

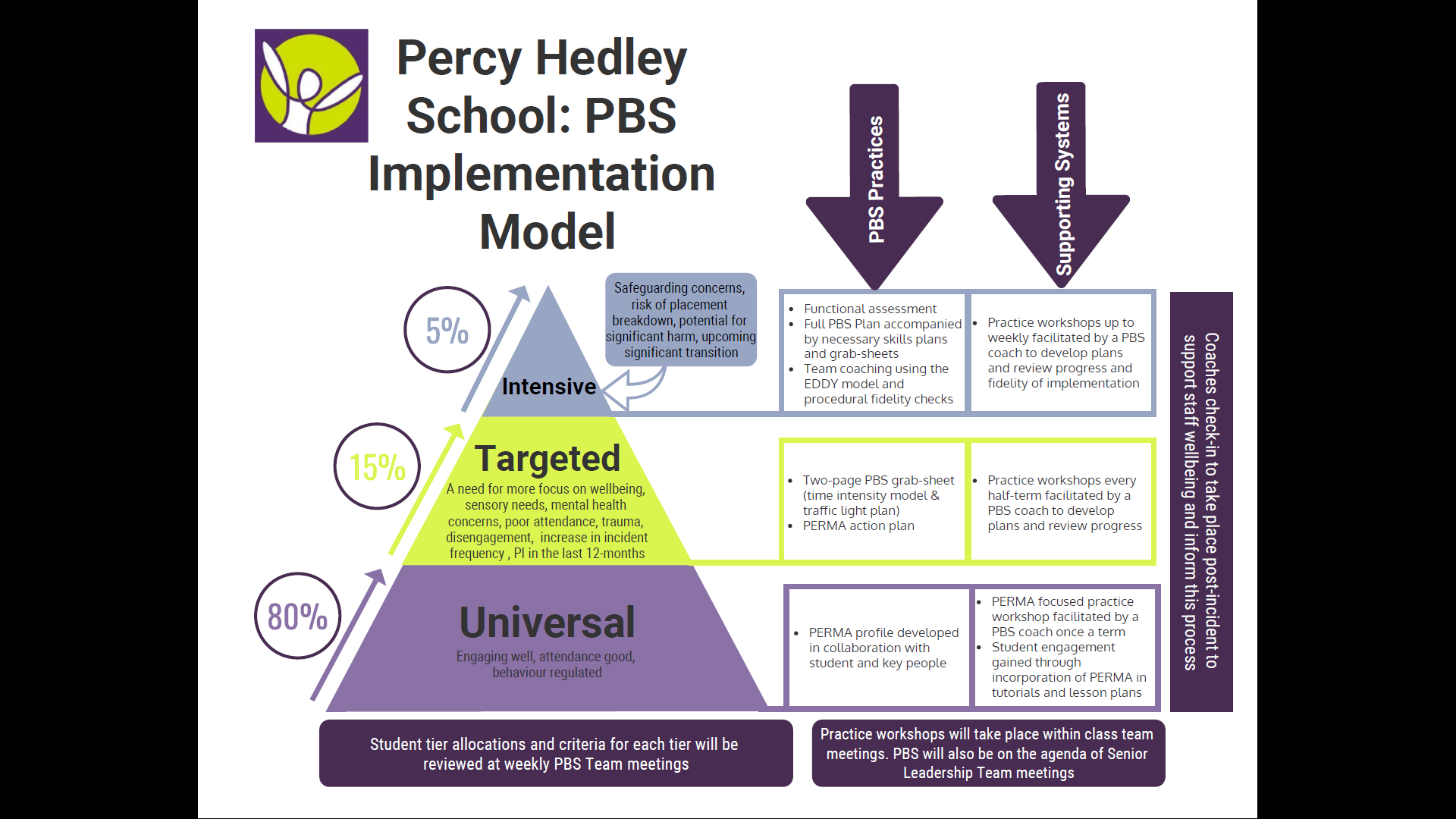
**Tier 3 (Intensive)**

Interventions and supports provided at the Tier 3 level are highly individualised and are used with pupils who exhibit the most significant, severe behaviour that can challenge. Typically, Tier 3 interventions are provided to a very small percentage of the pupil population (approximately 3-5%). Ideally, the needs of the majority of the school population will be met with less intensive interventions at ~~l~~ower tiers.

Some Tier 3 interventions may be similar to those provided at lower levels; however, they will differ due to the use of individualised assessment to identify, a higher intensity and/or frequency of implementation, and are typically provided individually. As such, Tier 3 interventions require a significant amount of time and effort by adults to develop and implement and a functional assessment carried out in collaboration with CAMHS, CYPS, CLDT or other relevant external agencies.

Pupils who require intensive support and intervention will have a more detailed assessment and behaviour support plan. The correct plan will be decided by the team around the pupil. This could be a full Behaviour Support Plan (Appendix 4), Skills Development Plan (Appendix 5), and a Behaviour Support Plan grab-sheet.

All staff working with a pupil should be aware of their individual plan so that the strategies and approaches required are consistently applied.



**10. Physical Intervention**

Some pupils across all age phases will require supportive physical contact as part of the normal programme of work in school.

**Restrictive Physical Intervention Programme**

Restrictive physical interventions should only be considered as a last resort to support pupils in times of crisis and should only be used:

1. where there is risk of injury to self and/or others.
2. where there is risk of significant damage to property.
3. where a pupil is behaving in a way that is compromising good order and discipline.

However, it should only be considered as an option when the following judgements have been made:

1. not intervening is likely to result in more dangerous consequences than intervening.
2. alternative calming strategies have failed to de-escalate this situation or it is not reasonably practicable to attempt alternative strategies due to the imminent risk of injury.
3. the response is in the best interests of the pupil.

**Definition and context for restrictive physical intervention (RPI)**

Restrictive physical interventions/physical restraint occurs when a member of staff uses force with the intention of restricting a pupil’s movement against their will. The use of barriers to restrict movement would also be considered to be a restrictive physical intervention. Physical prompts or manual guidance from which a pupil can release him/herself without difficulty do not fall within this definition (e.g. holding hands).

**Guidelines for the use of Restrictive Physical Intervention (RPI)**

The use of RPI / physical restraint should be used as the last resort. Where it is safe to do so, all other methods should be used first, including listening to the pupil, talking to the pupil, asking for others to withdraw, distraction, using calming strategies and negotiating. RPI / physical restraint must only involve the reasonable, proportionate, and necessary force to maintain good order and safety. It should be applied using minimal impact and for as little time as necessary. Supportive calming techniques should be used in conjunction with the hold / restraint in order to encourage the pupil to calm as quickly as possible, talking rationally and calmly to the pupil and explaining what is happening, why, and when it will end, releasing as soon as is safe.

RPI/physical restraint should only be used to de-escalate a potentially dangerous situation and prevent harm. It should not be used as a threat or a punishment. There should be careful planning of responses for individual pupils known to be at risk of self- harming, or at risk of harming others, with prearranged strategies and methods which are based upon a risk assessment. This needs to be written into a pupil’s Behaviour Support Plan and individual risk assessment for community access. Where RPI strategies are planned, these should be agreed in advance by a multidisciplinary or school-based team working in consultation with parents/carers and the Headteacher or senior teacher. Again, these should be specified within a pupil’s Behaviour Support Plans.

A Behaviour Support Plan should include:

* proactive strategies: how to support the pupil to flourish and have a great day
* active strategies: how to support the pupils when they show early warning signs
* reactive strategies: how to support pupils when they reach crisis
* the setting events and triggers leading to / causing the challenging / dysregulated behaviour teaching / support strategies to promote more positive behaviours
* recovery strategies: how to support the pupil post-incident
* what the pupils looks and sounds like when they are calm
* what the pupils early warning signs look like

Behaviour Support Plans should be reviewed and updated whenever necessary (e.g. when a new behaviour is seen). Parents/carers must be informed if any form of RPI / physical restraint has been employed and should be consulted with, and involved in, the development of the Behaviour Support Plan. It is important that a multi-agency approach to supporting pupils with behaviour that can challenges is adopted wherever possible, with other agencies involved in the care and/or support of pupils informed and involved in behaviour support programmes and/or planning. Social Services should be involved if the pupil is subject to a Child Protection plan or if they are a Looked After Child (LAC) / Child in Care (CIC).

**Self Defence/Emergencies**

An effective risk assessment procedure together with well-planned preventative strategies will help to keep emergency use of RPI to an absolute minimum. However, staff should be aware that, in an emergency, everyone has a right to defend themselves in response to aggressive behaviour towards them, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example, if a pupil was at immediate risk of injury, or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. (Education and Inspections Act 2006 / DfE publication - Use of reasonable force, July 2013)

**Reporting and Recording**

In all incidents involving a pupil who has demonstrated dangerous or potentially dangerous behaviour and where RPI / physical restraint has been used, the following actions must be taken:

1. The Headteacher or other member of the senior leadership or management team must be informed as soon as possible (on day of incident).
2. Parents/carers should be informed (on the day of incident), ideally by a phone call
3. The staff involved must record the incident as soon as practically possible. This should be completed within one working day and should take note of any other people present who may act as witnesses if required.
4. In circumstances where the incident and resulting action has caused significant concern or injury, it is recommended that the school notify the appropriate member of staff within the Local Authority (e.g. the Health and Safety team).
5. School is to keep a central record of all incidents.

**Review and Monitoring**

The following aspects of behaviour support, and related systems and procedures, should be considered and reviewed on a regular basis:

* health and safety policies and procedures
* incident reporting and recording procedures
* school policy on behaviour support/ restrictive physical intervention
* pupil PERMA Profiles and Behaviour Support Plans
* CPD, staff training needs, including induction the effects of behaviour incidents on pupils and staff, and the provision of support where necessary
* the support available from outside agencies as appropriate

The Headteacher should be satisfied that the course of action taken during any incident complies with Foundation/school policy and Local Authority guidance.

**Post-Incident Support**

Following an incident in which RPI / physical restraint has been used, both staff and pupil(s) should be given separate opportunities to talk about what happened in a calm and safe environment, when they are emotional ready. Immediately after the incident, staff should ensure that the pupil or staff member is comfortable and offered a drink / snack if needed. Post incident debriefs should be conducted to discover exactly what happened and to establish the effects on those involved. They should not be used to apportion blame or punish those involved. If there is any reason to suspect that a pupil or staff member has experienced injury or severe distress, they should receive prompt mental health support and / or medical attention where relevant and appropriate.

**Authorised staff**

The 1996 Education Act allows all staff at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, who have control or charge of pupils, provided they have been authorised to do so by the Headteacher. At Percy Hedley School this includes teachers and teaching assistants employed by the school. All staff will have a copy of this policy and clear guidelines for behaviour support / physical intervention. All staff and other people working in the school will be aware of and understand what this authorisation means. Training and guidance in behaviour support and relevant training updates will be provided for all permanent / long term staff.

**Staff Training**

The school follows Restraint Reduction Network and BILD-certified training programme guidelines for positive handling, behaviour support and the use of restrictive physical interventions. The school has in house trainers who deliver a course about de-escalation and RPI using BILD certified approaches. All permanent staff have access to regular training and updates. Permanent staff will receive refreshed training online with the requirements of the BILD-certified training programme.

**11. Confiscation, Searching and Screening**

Searching, screening and confiscation is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed below) found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline and safety. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items are:

* Knives or weapons
* Alcohol
* Illegal drugs
* Stolen items
* Tobacco and cigarette papers
* Fireworks
* Pornographic images
* Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

* The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
* In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
* It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

* Assess whether there is an urgent need for a search
* Assess whether not doing the search would put other pupils or staff at risk
* Consider whether the search would pose a safeguarding risk to the pupil
* Explain to the pupil why they are being searched
* Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
* Explain how and where the search will be carried out
* Give the pupil the opportunity to ask questions
* Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for any other items.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

* Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
* Hats, scarves, gloves, shoes, boots

**Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

* Desks
* Lockers
* Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

**Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

* Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
* If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school’s safeguarding system.

**Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

* What happened
* What was found, if anything
* What has been confiscated, if anything
* What action the school has taken, including any consequences that have been applied to their child

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Strip searches

The authorised member of staff’s power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil’s mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

**Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil’s parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil’s appropriate adult. If the school can’t get in touch with the parents, or they aren’t able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil’s parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

**Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

* The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
* The appropriate adult agrees

If this is the case, a record will be made of the pupil’s decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

* Act to safeguard the rights, entitlement and welfare of the pupil
* Not be a police officer or otherwise associated with the police
* Not be the headteacher
* Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

**Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

**12. References and further information**

* DfE guidance: ‘Use of reasonable force – Advice for headteachers, staff and governing bodies’ (July 2013)
* NICE (National Institute for Health and Care Excellence) guidance: ‘Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges’ (May 2015)
* When the Adults Change Everything Changes: Seismic shifts in school behaviour’ Paul Dix (2021)
* The Percy Hedley School Safeguarding Policy 2022-23
* The Percy Hedley School Anti-Bullying Policy 2022-23
* ‘Balancing the Risks of Seclusion and Physical Restraint’ (Dean Cotton 2019)

Appendix 1: PERMA Profile

|  |  |
| --- | --- |
| **PERMA Profile** | |
| Pupil name |  |
| Plan created by |  |
| Date Created |  |
| Date last reviewed |  |

|  |  |  |
| --- | --- | --- |
|  | **What does it mean / look like for this person now?** | **How could it be improved?** |
| **Positive Emotion** |  |  |
| **Engagement** |  |  |
| **Relationships** |  |  |
| **Meaning** |  |  |
| **Accomplishment** |  |  |

Appendix 2: PERMA Action Plan

|  |  |
| --- | --- |
| **PERMA Action Plan** | |
| Pupil name |  |
| Plan created by |  |
| Date Created |  |
| Date last reviewed |  |

Consider the pupils PERMA profile and select one of the potential areas for improvement. Operationally define the goal and create a short action plan that can be used to work towards this goal.

Remember to make your operational definition:

- Observable (i.e. I can see or hear what you are describing)

- Measurable (i.e. I can count what you are describing)

|  |  |  |
| --- | --- | --- |
| **Goal:** | | |
| **Steps** | **By whom** | **By when** |
|  |  |  |
| **How will I know when this goal has been achieved?** *(How will this be measured?)* | | |

Appendix 3: Behaviour Support Plan Grab-Sheet

**……………………….. Behaviour Support Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Proactive Strategies *How to support the pupil to flourish and have a great day* |  | Active Strategies *How to support the pupil when they show early warning signs* |  | Reactive Strategies *How to support the pupil when they reach crisis* |
|  |  | ***This may be caused by (setting events):*** |  | **This may be caused by (triggers):** |
|  |  |  |  |

|  |
| --- |
| **Recovery Strategies:***How to support the pupil post-incident* |

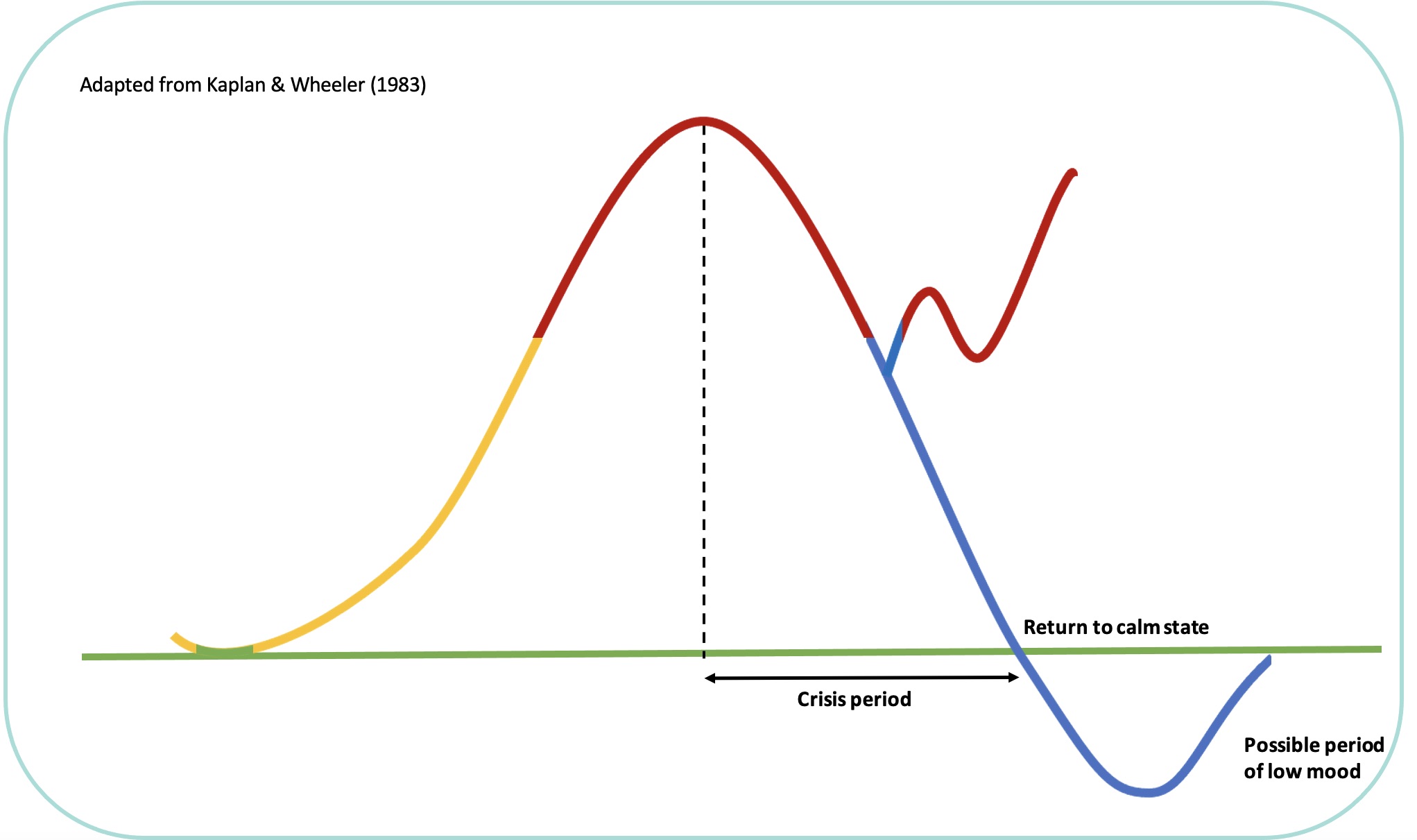
**\*\*\*’s warning signs:**

**Calming but sensitive support required:**

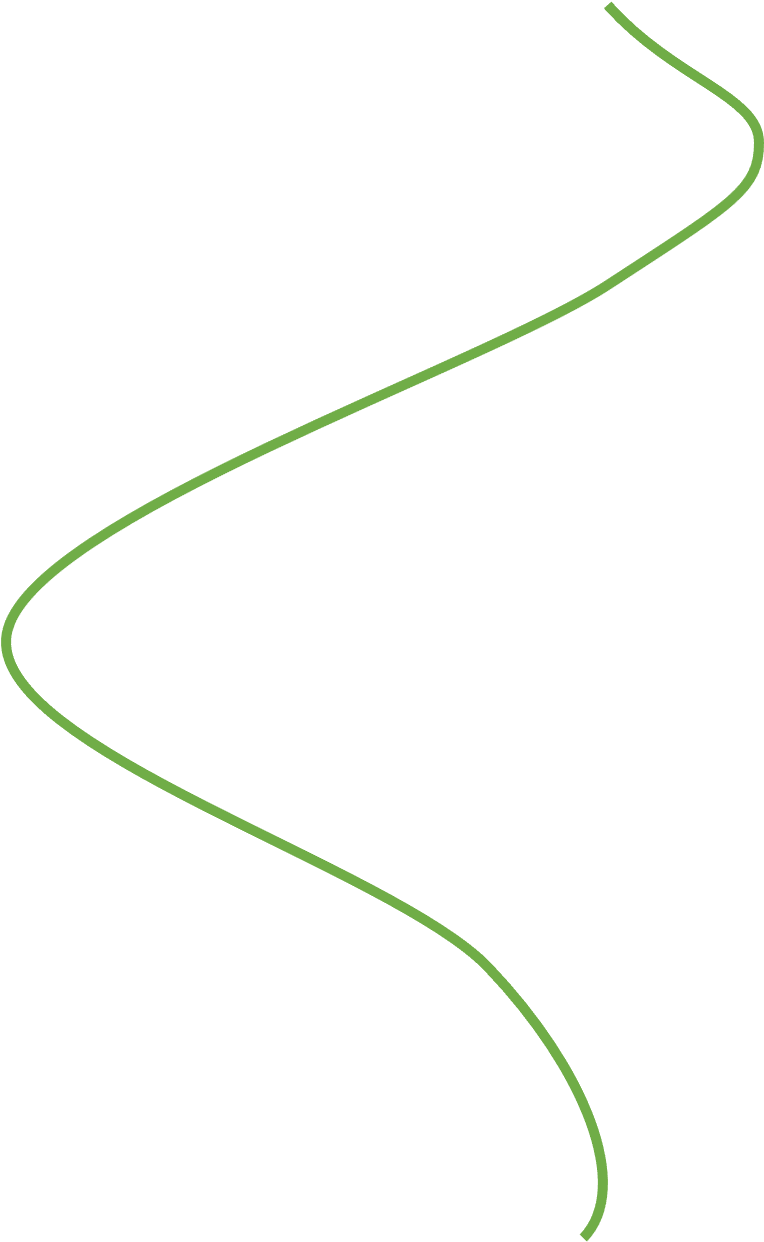
**When \*\*\* is calm:**

**\*\*\*’s crisis:**

**…….’s Time Intensity Model**



**2) Setting event(s**):



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Plan created by: |  | Date created: |  | Date last revie |  |  |

Appendix 4: Full Behaviour Support Plan

|  |  |
| --- | --- |
| **Full Behaviour Support Plan** | |
| Pupil name |  |
| Plan created by |  |
| Date Created |  |
| Date last reviewed |  |

|  |
| --- |
| **INTRODUCTION** |
|  |

|  |  |  |
| --- | --- | --- |
| **CHALLENGING BEHAVIOUR** | | |
| **Description** | **Frequency** | **Intensity** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Methods used during functional assessment:** |  | |
| **Behaviour(s)** | **Hypothesised Function(s)** | **Summary** |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **POSSIBLE ANTECEDENTS** | |
| **Setting Events:**  *These are the things that might sensitise the person and make challenging behaviour more likely* | **Triggers:**  *These are the things that are likely to immediately precede an incident of challenging behaviour* |
|  |  |

|  |  |
| --- | --- |
| **PROACTIVE STRATEGIES**  *Proactive strategies are designed to give the person the best possible quality of life and to enable them to meet their needs without engaging in challenging behaviour.* | |
| **1.**  **2.** | |
| **1** |  |
| **2.** |  |

|  |  |
| --- | --- |
| **ACTIVE STRATEGIES**  *Active strategies should be used when we see the early warning signs that the person is beginning to become unsettled. They are designed to support the person to calm and move back to their comfortable baseline.* | |
| **DESCRIPTION OF EARLY WARNING BEHAVIOURS** | **STRATEGIES** |
|  |  |

|  |
| --- |
| **REACTIVE STRATEGIES**  *Reactive strategies should be used during incidents to ensure everyone’s safety and to support the person to de-escalate as quickly as possible.* |
|  |

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| --- |
| **RECOVERY**  *Recovery strategies should be used to support the person to fully recover post incident and to move forward positively.* |
|  |

|  |  |  |
| --- | --- | --- |
| **IMPLEMENTATION PLAN & ACTIONS** | | |
|  | | |
| ACTION | BY WHOM? | BY WHEN? |
|  |  |  |
|  |  |  |
|  |  |  |

Appendix 5: Skills Development Plan

|  |  |
| --- | --- |
| **Skills Development Plan** | |
| Pupil name |  |
| Plan created by |  |
| Date Created |  |
| Date last reviewed |  |

Remember to make your operational definition:

- Observable (i.e. I can see or hear what you are describing)

- Measurable (i.e. I can count what you are describing)

|  |  |
| --- | --- |
| **Skill being targeted:**  **Purpose/rationale for choosing this skill?** | |
| **Steps** | **Mastery Criteria** |
|  |  |
| **How will I know when this goal has been achieved?** *(How will this be measured?)* | |