

The St Neots Learning Partnership

Behaviour and Discipline Policy

Governing Body Statement of Principles and Outline Practice on Behaviour and Discipline

(Based on guidance for Governing Bodies published by the Department for Education in November 2011, incorporating amendments in the Education Act 2011 to the provisions of the Education and Inspections Act 2006, the Education Act of 2002, the School Standards and Framework Act of 1998, the Independent Schools Standards regulations 2010 for Academies and Free Schools).

Context

In accordance with statutory requirements, the Governing Body of the St. Neots Learning Partnership has formulated this Policy in order to support the maintenance of good order within Longsands and Ernulf Academies. This Policy underpins the practical, day-to-day management of student behaviour as outlined in Partnership documentation, including the *Ready to Learn* policy, the *Partnership Code of Conduct*, and *Positive Behaviour Management*, which contains guidance for students and staff. The Headteacher and the Senior Leadership team are responsible for deciding on the standards of behaviour expected, setting the rules and determining the rewards and sanctions systems.

This Policy incorporates guidance given to the Headteachers by the Governing Body on particular matters of implementation. The Governing Body has authorised the Headteachers to issue further position statements which clarify the Partnership's response to particular situations.

Academy Discipline: Overview

The Governing Body, Headteachers and staff of the Partnership are dedicated to upholding the high standards of student conduct which are essential if students are to learn effectively and fulfil their potential. The partnership between staff, parents, students and the wider community is of central importance. This policy seeks to clarify the position of staff in terms of what actions are appropriate to maintain effective discipline and to uphold the standards that underpin the Partnership. These include the powers to search, to use reasonable force and to discipline students for misbehaviour outside school.

The ***Statement of Purpose, Values and Outcomes*** of the St Neots Learning Partnership expresses our commitment to securing and upholding the best possible experience, learning and outcomes for each young person for whom we have responsibility, aiming to encourage students to:

- be safe and healthy;
- give and receive respect as an individual;
- enjoy and achieve in school and beyond;
- develop the confidence, skills and attitudes necessary for economic well-being;
- understand their rights and responsibilities as citizens and the importance of making a positive contribution to society;
- develop moral awareness, cultural understanding and appreciation of diversity.

In summary, these aims can be achieved by encouraging positive student behaviour in the following forms:

Objectives for Student Behaviour	Student Behaviour in Practice (Examples)	
To foster mutual care, respect and trust between members of the Partnership communities in a manner which creates safe and supportive environments.	Showing respect for all people; being trustworthy and reliable.	Avoiding disrespectful actions, including rude or abusive conduct, racist comments or actions and bullying.
To encourage each student to build a positive self-image by having self-respect and taking open and honest responsibility for his/her own actions.	Presenting a smart appearance, including correct uniform. Exercising self-discipline and taking responsibility.	Not blaming others for his/her own actions or dishonesty.
To encourage each student to behave with care and consideration towards people and property.	Showing respect, care, courtesy and consideration for all people. Showing a positive regard for the health, safety and well-being of self, other students, staff and visitors and the Academy as a whole.	Never acting or appearing to act as a bully. Avoiding unsafe conduct and/or possession or use of harmful substances. Avoiding disrespectful actions towards property, e.g. graffiti; vandalism.
To develop the best possible working relationships between students, parents and teachers.	Following instructions and being <i>Ready to Learn</i> .	Avoiding disruptive behaviour. Not playing one person off against another.
To ensure that students complete assigned work	Keeping the planner up to date and making use of the VLE as directed for homework assignments.	

Partnership with Parents

Effective home-school liaison is one of the best means of ensuring that each individual student can work happily and successfully and that the Academies as a whole can function well. The principles of this are embodied in the *Home-School Agreement*. Form Tutors, Mentors and Student Support teams work together with parents, for example in the formulation of PSPs (Pupil Support Programmes). Day-to day communication between parents and school is facilitated by the use of the student log-book, the availability of email and text messaging, and the VLE (Virtual Learning Environment).

It should be noted, however, that the *Education and Inspections Act 2006* makes it clear that the right to regulate students' conduct and impose sanctions does not depend on individual parental permission. The right derives from being a member of the Academy staff or being an authorised volunteer on Academy business such as trips and visits, and may extend to students' behaviour beyond the Academy itself. Parents also have a duty to encourage their children's good behaviour at school.

Reward Systems

The Governing Body recognises that good behaviour contributes positively to the learning and teaching environment and to the well-being of both students and staff. It endorses the use of informal praise and the comprehensive use of formal reward systems, tailored appropriately to students in different year groups and Key Stages in both Academies, for example the use of BASICS and LEARN rewards, "praise postcards", "Golden Tickets", letters home to parents/carers and celebratory assemblies. The reward systems should be used as often as possible to reinforce positive behaviour.

Rewarding good behaviour is a vital and integral aspect of behaviour management strategies in both Academies, but occasions will arise where less desirable behaviour must

be dealt with, using warnings and sanctions appropriate to the occasion; this may include restorative approaches for disruptive and challenging behaviour where it is considered appropriate. It is a statutory requirement that the range of sanctions should be clearly outlined in this Policy; despite the comparative brevity of the above section on rewards, the importance of reinforcing good behaviour should be emphasised.

The use of rewards and sanctions is monitored in SIMS (the electronic Management Information System in use in both Academies) and by use of internal reporting systems such as the Student Information Slips (SIS), Incident Reports and SIMS forms. Tutors, subject leaders and Student Support teams in both Academies are active in monitoring, supporting and managing behaviour.

Sanctions

There is an expectation that parents who have accepted a place for their son or daughter at either of the Academies will uphold the Partnership's Discipline Policy (as contained in this and other documents including *Positive Behaviour Management*) and will encourage their child to adopt positive and considerate behaviour, both on and off the premises.

The *Education and Inspections Act 2006* gives any member of staff in lawful control of students the right to regulate their conduct and to impose sanctions. If a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a sanction. This power may be extended to volunteers in charge of children. Where reasonable, this power extends to the management of students' conduct outside of school, e.g. on a school trip.

The purpose of sanctions is to express the disapproval of the Academies' communities towards unacceptable behaviour and to deter students from adopting similar types of conduct. The main forms of intervention and sanction are indicated in Appendix 1. In certain circumstances, the application of restorative approaches may be a more appropriate and effective strategy than the imposition of sanctions.

The sanctions must:

- be decided on the school premises or while the student is under the charge of the member of staff;
- be *reasonable*, taking into account individual student circumstances such as age, disability, Special Educational Needs, and human rights, in line with the general duty to eliminate discrimination under section 149 of the *Equality Act 2010*.

Corporal punishment is illegal in all circumstances.

The power to apply particular punishments may be limited to certain staff as decided by the Headteachers e.g. authorisation for imposing a period of internal exclusion is delegated to members of the SLT (Senior Leadership team).

The Safeguarding Policy is followed if the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm; in the case of persistent disruptive behaviour, consideration is given to whether the student's behaviour may be the result of unmet educational or other needs, meriting a multi-agency assessment.

Detentions

Teachers have a specific legal power to impose detention on pupils aged under 18.

The following staff have been authorised by the Headteachers to impose detentions:

- all teachers including trainee teachers;
- cover supervisors.

The Education Act of 2011 removed the obligation to give parents 24 hours' notice of an after-school detention, so that *same-day after-school detentions* may legitimately be imposed. In the interests of student safety, however, it may be advisable to inform parents that the detention has been set, so that appropriate arrangements may be made to ensure that the student is able to get home safely afterwards.

Parents may be informed either by telephone, by text or by email (where parents have agreed to be contacted by use of these media). If the detention is not scheduled for the same day, it may be appropriate for the teacher to inform parents via a note in the student log book.

Particular Issues

The Governing Body may from time to time offer guidance to the Headteacher on particular issues. Currently, this advice includes:

Allegations against staff by a student(s)

If an allegation against a member of staff is proven to be unfounded and malicious, then the Governing Body authorises the use of extreme sanctions such as fixed term or permanent exclusion.

Bullying

This is dealt with more fully in the Partnership's *Anti-Bullying Policy*, which sets out in detail the procedures followed in dealing with incidents involving bullying.

Misuse of Drugs

The Governing Body has issued specific guidance to the Headteacher on this issue. Consideration of the particular circumstances of each case will be undertaken in the light of general expectation of:

- possession or use on site and/or being under the influence of drugs (including school trips and visits): **fixed term exclusion** (except for repeated offences);
- supplying drugs to others: **fixed term or permanent exclusion**;
- selling drugs: **permanent exclusion**.

Uniform and Appearance

The Governing Body has authorised the Headteachers to rule on issues not explicitly covered by regulations on uniform. In particular, the Governing Body would expect intervention to occur when hairstyle, clothing or any other factor affecting a student's appearance is likely to draw undue attention to the student or otherwise cause a problem within the Academy concerned.

The power to use reasonable force or make other physical contact

No member of staff has the right to punish a student using physical force. However, this does not mean that staff cannot use force to control or restrain a student when circumstances demand it. In accordance with the *Education and Inspections Act 2006* all members of Academy staff have been authorised by the Headteachers to use such force as is reasonable in the circumstances for the purpose of preventing a student from doing (or continuing to do) any of the following:

- committing an offence;
- causing personal injury to or damage to property of any person (including the student him/herself);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline.

This authorisation also applies to volunteers accompanying a school trip or visit, who have been given responsibility for the supervision of students. **The above should not be confused with corporal punishment, which is not allowed in law.**

The most obvious example is when a teacher or member of the support staff intervenes to break up or prevent a fight. A less frequent but equally valid example is when a member of staff intervenes to prevent a student from causing injury to him/herself or to others.

De-escalation, Prevention and Risk Management

The majority of incidents of violence and aggression are triggered by known sources (behaviour of others, particular locations, times of stress and uncertainty or challenge, loud noises etc.). It is important however to understand that, for some children and young people with complex communication and learning needs, it is not always possible to recognise triggers. The prevention or de-escalation of violent or aggressive behaviours should be a primary aim in order to manage the behaviour, therefore avoiding the use of force wherever possible.

Staff should be aware of the importance of recognising behaviours and situations that could trigger or heighten the risk of challenging behaviour, violence and aggression and seek to mitigate, avoid or remove them wherever possible. This should be embedded in staff training. They should also be aware of the individual plans and risk assessments around specific children and young people.

Communicating calmly with the child or young person, using non-threatening verbal cues and understanding body language and physical proximity can all contribute to helping a child or young person to see a way out of a situation. Helping children and young people to recognise their own triggers is an important component of a “de-escalation” strategy developed in respect of a particular child or young person, which can lead to greater self-management skills being developed. A staged model for recognising and responding to an escalation of challenging behaviour can be found in appendix 5.

Power to Confiscate or Search

Teachers have the right to confiscate articles of students’ property. Such items include: mobile ‘phones, personal media players when used or worn inappropriately (most notably in lessons); chewing gum; cigarettes; jewellery; hoodies and dangerous items including penknives.

Such items will normally be returned at the end of the school day. However, other arrangements may be made or imposed according to particular circumstances, e.g. times when an individual or all students have already been warned about items that could be confiscated. School staff can search pupils, *with their consent*, for any item which is banned by the school rules.

The Headteacher and staff authorised by him/her have the right to search a student *without their consent* for offensive weapons, knives, alcohol, illegal drugs and stolen items and may use reasonable force if necessary – where they have reasonable suspicion that a weapon is concealed. The Headteachers have stipulated that any such searches must be carried out in the presence of at least two members of staff, including one of the same gender as a student and one who is a member of the Senior Leadership Team or student support leadership team. In normal circumstances, the police will be asked to give assistance. However, the search may proceed without the presence of the police and in accordance with the *Violent Crime Reduction Act 2006*. Such events are extremely rare, and, in practice, the assistance of police is usually requested. Nevertheless, the legal powers under the *Education and Inspections Act 2006* and *Violent Crimes Reduction Act 2006* should be noted.

Weapons and knives must be handed over to the police. **Students should note that possession of an offensive weapon is likely to lead to a fixed term or permanent exclusion.**

The power to discipline beyond the Academy gates

Academy disciplinary measures may legitimately be applied in response to any non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a member of the staff or reported to the Academy by a member of the public, even out of school-hours, especially:

- when on the way to and from school;
- when participating in work experience placements, educational visits or sporting events;
- when wearing school uniform, or being otherwise identifiable as a member of one of the Academies;
- if the behaviour poses a threat to another student, member of staff or member of the public (which may be a physical threat, or a threat to emotional well-being, such as abusive use of internet, text or Facebook), especially when there is a link to being a member of one of the Academies or the Partnership as a whole;
- when the behaviour could adversely affect the reputation of either Academy.

Pastoral care for school staff accused of misconduct, including malicious allegations by students

The Governing Body of the St. Neots Learning Partnership has a duty of care to its employees. A member of staff who is the subject of a potentially malicious allegation is provided with effective support, including a named contact if they are suspended. Suspension is not the default response, unless there is a possibility that harm could be caused to students. The case is dealt with as quickly as possible, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Students who make allegations shown to be malicious are subject to sanctions as for any other serious misconduct. This may include fixed-term or permanent exclusion.

Restorative Approaches

Restorative approaches are explored as a method of managing conflict situations. Although often employed as a means of resolution after an event has occurred, the use of restorative approaches also enables children and young people to develop self-awareness and management of their feelings through their experiences. This approach helps the child or young person to take responsibility for what they do and teaches understanding and empathy which can assist in self-management skills.

Restorative Approaches have been employed on an Academy level with the aim of significantly reducing incidents between students and between staff and students. Those involved in the incident arrive at an agreement about what needs to happen rather than it being dictated by another person in authority. Key features are the Internal Isolation Room/Reflection Room and that all departments have a Restorative Champion. Further guidance from Cambridgeshire County Council can be found in appendix 4.

(See further document).

APPENDICES

- **Appendix 1: Interventions and Sanctions**
- Appendix 2: Behaviour as a form of communication
- **Appendix 3: Cambridgeshire County Council guidance**
- Appendix 4: Restorative Practice: Outline of the Approach
- Appendix 5: De-escalation and Diffusion Strategies
- **Appendix 6: Use of Physical Intervention and Force**

Appendix 1: Interventions and Sanctions

Sanction	Notes
Short detentions - Break-time or lunchtime	<p>These may be imposed on the same day as the offence and do not require notification to parents.</p> <p style="text-align: center;">Duration: up to 10 min (Break) or 25 min (Lunch-time)</p>
After-school detention	<p>The Education and Inspections Act 2006 gives legal backing to the detention of students at the end of the school session on disciplinary grounds without the consent of parents. The <i>Education Act 2011</i> removed the obligation to give 24 hours' notice to parents, but it is good practice to ensure that parents are notified of the detention by email, text or telephone in the case of a <i>same-day detention</i> or by means of a letter or the student planner where there is a sufficient time interval.</p> <p>Detentions will be reasonable and proportionate to the offence. In the event of dispute, the Headteacher, Deputy or another member of the Senior Leadership Team is authorised to issue a ruling. There is no legal right of appeal against detentions.</p> <p>Where there is particular difficulty about transport home, the timing and date of a detention may be the subject of negotiation between parents and teachers but this does not remove the right to detain.</p> <p style="text-align: right;">Duration: up to one hour</p>
Behavioural Reports Pupil Support Programme (PSP)	<p>Aspects of progress and conduct, including attendance, homework and behaviour, are monitored by use of a variety of targeted reports, including Departmental, Head of School/Year, and Director's reports.</p> <p>These are intended primarily as forms of support which give students additional opportunities to demonstrate responsibility. There is a strong expectation that students on report will make significant improvement in the area or areas being monitored.</p> <p>A PSP is a more formal document available for use with students identified to be at risk of significant underachievement and/or permanent exclusion. It records the behavioural improvement required and sets mutually agreed targets and deadlines for review. In normal circumstances, a PSP will be drawn up at a meeting involving a representative from the Locality team, student support staff, parents and the student. A multi-agency assessment may be considered for students who display continuous disruptive behaviour. Failure to meet the targets set in a PSP is a serious matter that could warrant fixed term or permanent exclusion.</p> <p>Failure of a PSP will result in a managed move/alternative provision or permanent exclusion.</p>
Internal exclusion	<p>Students may be withdrawn from lessons, breaks and lunchtimes in order to work on their own or in the internal exclusion room. There is no legal right of appeal against internal exclusion. When the need to spend time away from the home Academy arises, students can be placed in the partner Academy's Reflection Room where learning can be uninterrupted and restorative work conducted.</p>

<p>Fixed Term Exclusion</p> <p>Managed Move</p> <p>Permanent Exclusion</p>	<p>Serious incidents of indiscipline or repeated lower level misconduct may result in:</p> <p>Fixed Term Exclusion from school. A student may be excluded for up to 45 days in any one school year.</p> <p>A Managed Move (or alternative provision) will be arranged in partnership with the Locality team. A full risk assessment will be completed before any move is finalised.</p> <p>Permanent Exclusion may be imposed in response to the most serious forms of misconduct, including proven malicious allegations against staff, and/or in situations where fixed term exclusions have not brought about a required change in a student's conduct. The Headteacher will look at the particular circumstances of any incident but a permanent exclusion may result from:</p> <ul style="list-style-type: none"> • a single incident of extremely poor behaviour; • persistent poor behaviour that hasn't been corrected by previous fixed-term exclusions; • selling drugs. <p>Only the Headteacher may exclude students. In practice, exclusions are usually considered and recommended to the Headteacher by other senior staff.</p> <p>There is a legal right of appeal against all forms of fixed term and permanent exclusion. This is restated in letters to parents concerning exclusions. Further details are readily available from the Academy and/or the <u>Local Authority</u>.</p> <p>The Governing Body receives termly reports on exclusions and deals with matters of appeal and review through members of the Procedures Committee.</p>
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Appendix 2: Behaviour as a form of communication

At the Academy we recognise that behaviour is a form of communication; practitioners have to look beyond the behaviour and analyse its function. A common principle in behaviour management is looking for the message an individual is communicating through their behaviour: 'All behaviour has meaning'. This is core to functional analysis. This means that presenting behaviours may need to be interpreted with care and with consideration to underlying issues such as pain or distress. This is particularly the case with young people with special needs but all children and young people demonstrate their feelings through their behaviour.

The majority of children and young people demonstrate behaviour that is perceived as both appropriate and good. However, there are a minority of children and young people who exhibit challenging behaviour. **Challenging behaviour is defined as "culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities" (Emerson, E, 2001).** Common types of challenging behaviour include self-injurious behaviour, aggressive behaviour, inappropriate sexualised behaviour, behaviour directed at property and stereotyped behaviours. This policy has been developed to help settings prepare for and appropriately manage this challenging behaviour.

The Academy encourages the use of de-escalation methods and use of restorative approaches, to manage behaviour and restore and maintain relationships. Social and Emotional Aspects of Learning (SEAL) and Social and Emotional Aspects of Development (SEAD) are promoted as part of the Cambridgeshire PSHE curriculum, as these programmes support the development of social and emotional skills associated with self-awareness, managing feelings, motivation, empathy and social skills. These skills also underpin effective learning, positive behaviour, regular attendance, staff effectiveness as well as the emotional health and wellbeing of all who learn and work in settings. In the Early Years, the Early Years Foundation Stage (EYFS) focuses on the development of children in the three prime areas including Personal, Social and Emotional Development, which includes child development, in the management of behaviour and feelings. The understanding of each child's development and promotion of their social and emotional development is key to positive approaches to behaviour in the early years.

This document recognises that there is occasionally a requirement for the use of restrictive physical intervention to prevent injury or harm to a child, young person or an adult. This should be as a last resort when non physical interventions have failed or when a person is at significant risk. This document describes circumstances in which physical intervention might be necessary. In these circumstances it must be an act of care and protection; of taking control for the safety of all, and not as a form of punishment.

Consistency in approach to behaviour management is important, both to provide the most effective support for students to reduce the possibility of confusion or disagreements between staff employed by each academy. This document should be used to help ensure staff in all settings adopt consistent practices in the use of behavioural approaches based upon a common set of principles. This would also apply to the use of restrictive physical interventions.

In each Academy students, and adults working with them, have a right to be treated with respect, care and dignity. This is especially the case when they are presenting risk or behaving in ways that may be harmful to themselves or others and as a result require physical intervention from staff. By using this document, staff will be helped to act appropriately and in a safe manner, so ensuring effective responses in situations, especially where there may be physical challenge. Further guidance from Cambridgeshire County Council can be found in *appendix 3*.

Appendix 3: Cambridgeshire County Council guidance

This section gives guidance on what Cambridgeshire County Council considers to be best practice in relation to behaviour management and the use of restrictive physical intervention. Restorative Approaches and our selected BILD accredited models are described, followed by further guidance on behaviour management in the Early Years, Special Educational Needs and behaviour, and the role of parents and what they had to say on the issue of behaviour when we asked them.

Behaviour, whether good or inappropriate, is very often the result of something happening or not happening and the child or young person's reaction or behaviour is the result. A smile or thank you for being given a sweet communicates pleasure and gratitude for the treat. Asking a son or daughter to do the washing up can get a grumble or the excuse that they are too busy. They are communicating displeasure at having to do it. These behaviours are easy to understand and deal with compared to some of the behaviour children with special educational needs and disability (SEND) can display. For others, behaviour change can be indicative of other issues in the child or young person's life and staff should be sensitive to looking at the wider context and any safeguarding concerns.

If a child or young person with SEND behaves in an inappropriate way, the question to ask is why they did it and what were they trying to communicate? For example, for some children and young people on the autistic spectrum the levels of noise and activity in a classroom can cause them to become stressed and anxious. This may result in them withdrawing (and being accused of not paying attention) or becoming angry, throwing something, running off or hitting out.

The behaviour is their way of communicating their stress and anxiety. What we need to do is see what has caused the stress and anxiety. Special educational needs can result in children and young people doing all sorts of inappropriate things. What is important, and is the challenge for the adults around them, is to understand why they did what they did and make appropriate changes. For the child or young person their challenge is to learn to manage their communication or action in a different way. To help them do this we need to know what caused them to behave as they did and then work with them to do something different. Failing to do so can result in the behaviour continuing which no one, including the child or young person, wants. If we do not look beyond a child or young person's inappropriate behaviour to see why it happens we could be encouraging a sequence of them repeating the behaviour and us having to manage the consequences.

Relationships between children and young people and those who look after them should be guided by the following principles:

- Children, young people, and adults are all at different stages of learning and/or emotional development regardless of their chronological age or how long one might have been in a given setting.
- Effective communication helps resolves conflict. Misunderstanding or ineffective communication is likely to cause or deepen conflict.
- People have different skills/abilities to manage in any given situation.
- The task of all working in these settings is to promote and facilitate the development and growth of young people and everyone else in a setting. This includes the development of effective communication.
- Those who present the most difficulties often have the greatest opportunity for change and development.
- Significant or complex change/development needs planning and managing.
- Restorative Practice is a framework for managing and learning about young people's needs.
- Restorative Practice also safely allows adults to acknowledge where they get things wrong, and to put things right. It discourages blame and promotes fairness and responsibility. (Petrie et al, 2009)

Disability, Special Needs and Emotional Wellbeing

Under the Disability Discrimination Act 1995, each Academy has a duty to take reasonable steps to ensure disabled children/young people are not placed at a substantial disadvantage in comparison with those who are not disabled, in their access to education and associated services (sometimes referred to as the duty to make reasonable adjustments). This duty should not mean over-compensation. As such, policy and practice on the use of force and restrictive physical intervention in each academy will take proper account of the particular special educational needs and disabilities that students have.

Students who have a disability, special need and/or emotional health and wellbeing difficulties should have an individual, multi-agency plan and risk assessment around their needs and behaviour, addressing any wider issues or underlying difficulties. For example, a Common Assessment Framework (CAF) or Statement of Special Educational Needs (SEN) should be used in order to assess and plan for such children and young people. Assessment and planning should be used alongside a Pastoral Support Plan (PSP) where appropriate. There should be clear planning for any intervention or specific support which is identified as being required. Any specific issues stemming from these needs will be identified to allow for planning for episodes of difficult or challenging behaviour. This will be particularly important for children and young people whose SEN and/or disabilities are associated with:

- communication impairments that make them less responsive to verbal communication or unable to communicate their needs or feelings effectively;
- physical disabilities and/or sensory impairments;
- conditions that make them fragile, such as haemophilia, brittle bone disease or epilepsy;
- dependence on equipment such as wheelchairs, breathing or feeding tubes;
- severe learning difficulties.

Knowledge and insight about a child or young person that their parents and other professionals involved with the family can provide will be key to managing behaviour and preventing the need for physical intervention.

Appendix 4: Restorative Practice: Outline of the Approach

Traditional behaviour management asks the questions: What happened? Who's to blame? and What is the correct response? Which frequently involves punishment.

The Restorative Approach asks the questions to the harmer:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

And to those harmed:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Using this approach helps the child or young person to understand the effects of their behaviour and, with support, identify ways of modifying it in the future.

Restorative Approaches has a strong evidence base already building in the UK, demonstrating [school] outcomes including:

- Reduced exclusions
- Improved OFSTED rating
- Increased engagement of children and young people and their parent/carers
- Improved transition between school phases and year groups
- Increased attendance
- Better handling of bullying
- Increased staff confidence in managing behaviour and conflict

Restorative Approaches provide [settings] with a range of practices which promote mutually respectful relationships and manage behaviour and conflict, address bullying and absences and build community cohesion. Restorative Approaches offer a framework upon which to build on existing good practice.

A restorative approach is a paradigm shift in the language we use to address conflict and inappropriate behaviour. In any incident of inappropriate behaviour we need to establish the facts. Restorative questioning allows those involved to tell their story, from their perspective, and be listened to in a way which assures no pre-judgment.#

A restorative intervention is voluntary for all those involved and paradoxically, it is the voluntary nature of the approach that encourages people to participate. The restorative approach becomes a 'way of being'. (Restorative Approaches in Lancashire: Improving Outcomes, (2009/2010)

Appendix 5: De-escalation and Diffusion Strategies

The schedule below offers a combination of strategies based on those promoted by both Team Teach and Proact-Scipr-UK®. It offers a staged model for recognising and responding to an escalation of challenging behaviour. It is intended for guidance only as the plan for each individual child / young person should reflect his/her own individual pattern of behaviour, needs and those interventions identified as being successful over time.

This can be used in to help inform the risk reduction plan (appendix E)

Stage 1 Anxiety / trigger	
Low level behaviours may include:	Low level staff responses
<ul style="list-style-type: none"> • Child/young person shows signs of anxiety • Hiding face in hands or bent over / under table • Pulling up collar or hood • Rocking or tapping • Withdrawing from group • Refusing to speak or dismissive • Refusing to co-operate • Adopting defensive positions 	<ul style="list-style-type: none"> • Read the body language • Read the behaviour • Intervene early • Communicate – offer help • Use appropriate humour • Display calm body language • Talk low, slow and quietly • Offer reassurance – including positive physical prompts • Assess the situation and consider the environment • Divert and distract by introducing another activity or topic
Stage 2 Defensive / escalation	
Medium level behaviours may include:	Medium level staff responses
<ul style="list-style-type: none"> • Child/young person begins to display higher tension • Belligerent and abusive • Making personal and offensive remarks • Talking louder – higher – quicker • Adopting aggressive postures • Changes in eye contact • Pacing around • Breaking minor rules • Low level destruction • Picking up objects which could be used as weapons • Challenges – ‘I will not ... you can't make me’ 	<ul style="list-style-type: none"> • Continue to use Stage 1 responses • State desired behaviours clearly • Set clear enforceable limits • Offer alternatives and options • Offer clear choices • Give a get out with dignity • Assess the situation and consider making changes to the environment to make it safer and to summon help • Guide the child/young person towards safety
Stage 3 Crisis	
High level behaviours may include:	High level staff responses
<ul style="list-style-type: none"> • Shouting and screaming • Uncontrollable crying • Damaging property • Moving towards danger 	<ul style="list-style-type: none"> • Continue to use Stage 1 & 2 responses • Make the environment safer • Move furniture and remove weapon

<ul style="list-style-type: none"> • Climbing trees, roofs or out of windows • Banging on or threatening to break glass • Use of objects as weapons • Hurting self • Grabbing or threatening others • Hurting others (kicking – slapping – punching) 	<ul style="list-style-type: none"> • objects • Guide assertively – hold or restrain if absolutely necessary • Ensure face, voice and posture are supportive not aggressive • Send for help / consider change of personnel to defuse situation, if possible and appropriate • Consider making changes to the environment to defuse and de-escalate
Stage 4 Recovery	
Recovery behaviours may include: Please note the recovery phase can easily be confused with the anxiety phase	Staff recovery responses
<ul style="list-style-type: none"> • Child/young person may sit quietly in hunched position • The difference is that they may revert to extreme anger without the build-up associated with the normal escalation in stage 2 	<ul style="list-style-type: none"> • Support and monitor • This may not be a good time to touch as touch at this phase can provoke a reversion to crisis • Give space • Look for signs that child/young person is ready to talk • Consider the environment
Stage 5 Depression	
Depression behaviours	Staff responses to depression
<ul style="list-style-type: none"> • After a serious incident child/young person can become depressed • They may not want to interact but need support and reassurance 	<ul style="list-style-type: none"> • Support and monitor • Respond to any signs that the child/young person wants to communicate • Show concern and care but do not attempt to address consequences of the incident at this stage
Stage 6 Follow up	
Listening and learning	Staff responses during and following debrief
	<ul style="list-style-type: none"> • When the child/young person has had time to calm down find a quiet neutral place in which to meet with the child/young person to debrief • Follow up any disciplinary or restorative issues • Review Risk Reduction / Care Plan to consider how to avoid similar events in the future • Communicate with child/young person in manner appropriate to their age, understanding and development • Report, record and review

Appendix 6: Use of Physical Intervention and Force

This policy does not seek to provide a full legal summary nor to offer advice for the context in which any incident might occur. However it is important to recognise that the use of restrictive physical interventions needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991). These are based on the assumption that every child and young person is entitled to:

- respect for his or her private life
- the right not to be subjected to inhuman or degrading treatment
- the right to liberty and security
- the right not to be discriminated against in his/her enjoyment of those rights.

Restrictive physical interventions need to be child or young person specific, integrated with other less intrusive approaches, and clearly part of an education or placement plan approach to reduce risk when needed. They must not become a standard way of managing children and young people, or as a substitute for training in people related skills.

Physical intervention must not to be used simply to maintain or bolster good order in the classroom or other environment. It is expected that its use will be rare, in exceptional circumstances when a particular need arises. It should **never** become habitual or routine.

The Statutory Framework for the EYFS states that physical intervention can only be taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary

In Cambridgeshire County Council the term 'restrictive physical intervention' should be interpreted as describing direct safeguarding action. The term 'restrictive physical intervention' is defined by the DfES/DoH (2002) as being 'designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...' There are 4 main principles underpinning any physical intervention:

- Restrictive Physical Interventions should, wherever possible, be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be reasonable and proportional to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

It is a criminal offence to use physical force, or to threaten to use force (for example, by raising a fist, or using verbal threat), unless the circumstances give rise to a 'lawful excuse' or justification for use of force. (DfES/DoH 2002)

Schools can use reasonable force to:

- prevent a pupil at risk of harming themselves through physical outbursts;
- remove disruptive children [and young people] from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their
- safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot:

- use force as a punishment – **it is always unlawful to use force as a punishment.**

How do I know whether using a physical intervention is 'reasonable'?

The decision on whether to physically intervene is down to the professional judgement of the teacher [or staff member] concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force. Whenever restrictive physical intervention is used it **must** be recorded by the setting so that a clear record is kept of the incident which can be shared as appropriate.