



Excellence for All

BEHAVIOUR SUPPORT POLICY

Rationale

Our school's mission is to be the Centre of Excellence for all students with special educational needs.

Both the students and the staff thrive on the positive relationships they establish with each other. It is our professional belief that it is through that strength of the quality relationships that the positive role modelling of behaviour is best fostered.

Since 2011, the students and the staff abide by the same Code of Conduct: the Golden Rules ©

The Golden Rules

At our school we always:

- Treat people kindly
- Listen to each other
- Look after our school environment
- Do our best.

School Council, 2009

This policy states our values and methods of fostering positive behaviours of our students, including guidance on application of the positive rewards and restrictive sanctions.

Philosophy

The behaviours of our students can be **positive** and **negative**. It is our belief that positive behaviour enhances our students' learning and the negative inhibits their ability to progress.

At Manor Green School we aim at rewarding positive behaviours and discouraging negative behaviours by helping students develop better strategies for coping with stress, leading to more appropriate and acceptable responses to social interactions and change. We use a nurturing approach to achieve this aim.

Some negative behaviours can be **challenging** and can become dangerous if they escalate to self-harm, harm of others (students, parents, staff, visitors, members of the public) or damage to property.

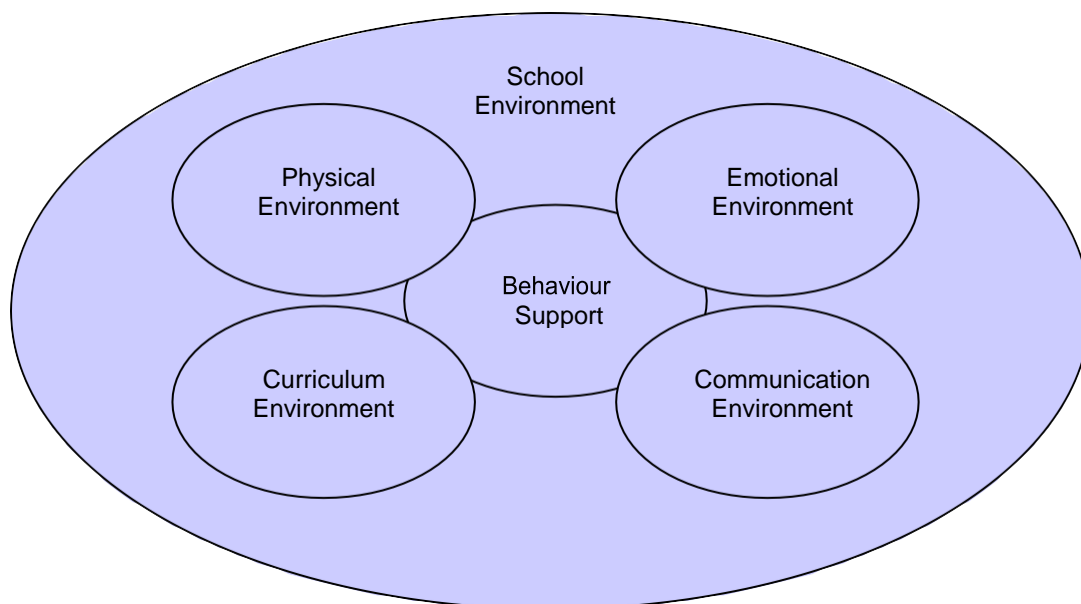
Challenging behaviours also include disengagement from learning and absconding from lessons, school, school transport or from the organised off-site activities.

All ACE Staff will undergo Intermediate Team Teach training (recertified every 2 years) which covers behaviour management, use of behaviour support plans, use of Behaviour Watch, and learning Restrictive Physical Interventions. Additionally, as a non-negotiable, all ACE Staff will ensure that the Six Principles of Nurture are followed, these being:

Methodologies

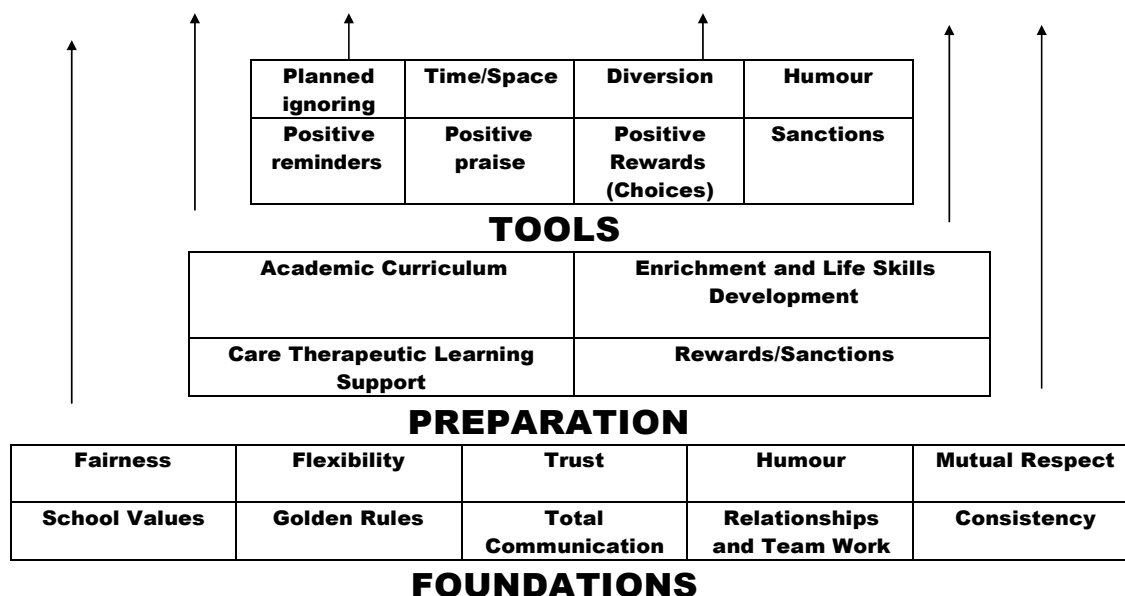
The Golden Rules form the basis for conduct and behavioural expectations within Manor Green School.

Influencing Factors: Students thrive when there are clear expectations of their behaviour and when the factors influencing their behaviour are at the forefront of the staff' thinking. Factors worth consideration are shown in the diagram below:



In addition, we practice behaviour support according to the principles of **Team Teach**:

LAST RESORT - RESTRICTIVE PHYSICAL INTERVENTION (RPI)



Foundations

Those are our values, systems and the positive professional culture of Manor Green School.

Preparation

This is the “bread and butter” of every teacher’s and their support team’s job – planning of lessons, the support needed and the wider learning and personal development needed.

It is a well-documented fact that those teachers who see students’ behaviour as intrinsically linked to the quality of teaching and learning are more responsive to the demands of their student group.

Tools

This is a set of agreed methods of promoting and rewarding the positive and discouraging and sanctioning the negative behaviours.

Last Resort – Restrictive Physical Intervention

At Manor Green School we subscribe to the principles of Team Teach, with all its steps, including Restrictive Physical Intervention

Our approach to Physical Touch

Manor Green is an accredited Nurturing School with an ethos that students need to feel safe emotionally and physically. We create safe bases for all students in classrooms and around the school to help provide this feeling of safety. The Nurture principles are threaded throughout many of our policies because of this. These are:

1. Learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of Nurture for the development of wellbeing.
4. Language is a vital means of communication.

5. All behaviour is communication.
6. The importance of transition in the lives of children.

The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing. To provide the best support to students this sometimes means physical touch is necessary, especially taking into account the varying needs of our students who need physical touch as part of their physiotherapy or positive and preventative behaviour strategies. Some students who require emotional support from school may have been subject to trauma or distress or may not have had a positive start in life. It is with this in mind that staff seek to respond to children's developmental needs by using appropriate safe touch.

Our policy takes into account the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills. We have adopted an informed, evidence based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy growth and learning. Our policy rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Hence, staff need to demonstrate a clear understanding of the difference.

We consider four different types of touch and physical contact that may be used, these are:

1. Casual / Informal / Incidental Touch- Staff use touch with students as part of a normal relationship, for example, comforting a student, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, taking a student by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

2. General Reparative Touch- This is used by staff working with students who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad student. Touch used to regulate a student's emotions, triggers the release of the calming chemical oxytocin in the body. Reparative touch may include sitting on an adult's lap (if written and agreed in the Occupational Therapy Plan or Behaviour Support Plan) - with face to face always being avoided and always within sight of other staff. This will be age and stage appropriate. Other examples of this type of touch include patting a back, squeezing an arm, or hand or foot massage.

3. Contact Play- This is sometimes used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the student has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the student or an adult and student playing a game of building towers with their hands.

4. Interactive Play (Rough and Tumble Play)- This structured play follows clear rules and is operated under close supervision by staff. It will only ever take place when all participants are in agreement and completely understand the rules. This sort of play releases the following chemicals in the brain:

- Opioids - to calm and soothe and give pleasure
- Dopamine - to focus, be alert and concentrate
- BDNF (Brain Derived Neurotropic Factor) - a brain 'fertiliser' that encourages growth

Behaviour Plans

When negative and challenging behaviours are persistent, students will have a Behaviour Support Plan. Behaviour Support Plans will always be agreed in the context of the Manor Green School's Philosophy of Education: The ACE Model ©, with a focus on the quality of:

- the academic progress and the quality of teaching and learning
- the care and therapeutic support for learning offered
- the appropriateness and the range of opportunities for enrichment and development of relevant life skills, in and out of school



When required, Behaviour Support Plans are to be completed by the class teacher but should be created in conjunction with the whole class staff team so that everyone can contribute to behaviour management strategies and be aware of what is agreed. This will lead to a consistent approach in the management of the student by all staff in the class.

Behaviour Support Plans will also need to take into consideration parental input and parents will need to sign off the agreed plan. Once finalised the Behaviour Support Plan will be quality assured by the Head of Safeguarding & Wellbeing or Nurture Leader and input can be sought from either when creating the Behaviour Support Plan. Class teams are also encouraged to seek advice/support from the Nurture Leader when creating Behaviour Support Plans, given the importance of Nurture Principles in promoting positive behaviours.

Behaviour Support Plans should be reviewed by class staff after every serious behavioural incident but at least every long term as a minimum.

Behaviour Watch

Manor Green School uses Behaviour Watch, a web-based system that allows us to track and record all behavioural incidents therefore eliminating the need for paper based reports.

All incidents of challenging and physical behaviour must be logged by the staff member involved in this incident within 24 hours of the incident occurring. All ACE staff members will be given their own log-in details for Behaviour Watch and it is their responsibility to log the incident. Information in Behaviour Watch reports will be used in informing the need for Behaviour Support Plans.

All reports on Behaviour Watch are sent through to the Head of Safeguarding and Wellbeing, the Nurture Leader and the respective Head of Department. Both the Head of Safeguarding and Wellbeing and the Nurture Leader are responsible for quality assuring the 'physical' reports, whereas the Heads of Department are responsible for quality assuring the 'challenging' reports within their respective departments.

Restrictive Physical Intervention Restraint

At Manor Green School we subscribe to the principles of Team Teach - this is behaviour management training that incorporates early intervention of challenging behaviours and de-escalation strategies but also uses Restrictive Physical Interventions (RPI). RPI relates to both the physical restraint of students by staff and the practice of using Safe or Calm rooms to help students' deescalate when they are in an extremely heightened state.

RPI will only be used by staff when all other strategies have failed. There are certain criteria that must be met before the decision can be made to use a physical restraint with a student. The reference for this is taken from the Department of Education July 2013 guidance 'Use of Reasonable Force'. These are:

- Prevent the student from hurting themselves
- Prevent the student from hurting others
- Prevent the student from damaging property
- Prevent the student from causing disorder

If a restraint is carried out then the minimum force necessary must be used and the restraint itself must be reasonable and proportionate to the behaviour being carried out by the student.

All incidents of restraint must be recorded on Behaviour Watch and parents informed on the same day that the incident has occurred. Only staff that have completed Team Teach training will be authorised to carry out a restraint on a student unless in extreme circumstances. All ACE staff are trained at Intermediate Team Teach level.

In the first instance of a student being restrained, a Behaviour Support Plan must be created which lists the restraint/s that will be used if necessary and indicates which Team Teach holds to use. If a Behaviour Support Plan is in place then it will be redrafted to include the need for physical restraints. However, in a crisis situation a restraint can be used on a student even if a Behaviour Support Plan is not yet in place provided the criteria of the Department of Education July 2013 guidance 'Use of Reasonable Force' is met.

Having too many members of staff in view during a restraint can contribute to students remaining in a crisis state, so if members of staff are not involved or helping it is essential that they move themselves away from the situation.

'Change of face' is an extremely important tool to use after an episode of restraint as it is very likely that in the initial period after being restrained the student will be very angry with the staff member/s who carried out the restraint. Therefore a 'change of face' to members of staff not involved in the restraint may help the student to calm quicker.

Team-Teach techniques seek to avoid injury to the student but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe. Additionally, due to the nature of the behaviours displayed by some students, there will be times when staff members receive minor injuries themselves. Any injuries that occur to students or staff during a restraint or episode of challenging behaviour by a student must be recorded on both Behaviour Watch and on Evolve, the accident reporting system.

Restrictive Physical Interventions – Use of Calm or Safe Rooms

There are several rooms situated throughout the school which students may be taken to when they are in a heightened state or following incidents of extreme crisis.

Calm rooms should generally be used in situations where it is no longer appropriate for a student to remain in class and they would benefit from a secure and calming area to deescalate. Calm rooms will typically be used when students are able to take themselves there at staff requests.

Safe rooms are padded and are used in cases where being held in a physical restraint by staff causes distress to the student or is likely to be needed for a prolonged amount of time. Students can only be taken to Calm or Safe rooms against their will if the criteria for the use of reasonable force is used, as per the Department of Education July 2013 guidance 'Use of Reasonable Force'.

When a student is in a Calm or Safe Room they must be monitored by staff at all times with the following procedure being followed.

- Member of staff will sit/stand in the Calm or Safe room with the door open.
- If the above is not safe to do, member of staff will sit/stand in the doorway of the Calm or Safe room with door open.
- If the above is not safe to do, member of staff will view the student at all times from outside the room, with door closed, through viewing panel in door.

Whilst the student is in a Calm or Safe room, the member of staff will keep a written record (which will be put on Behaviour Watch) of the emotional and physical presentation of the student referencing this every five minutes. If the student remains in the Calm or Safe room after 15 minutes then the student's Class Teacher must be consulted (if not already aware) and give permission for the student to remain in there longer if this is needed. If the student is still in the Calm or Safe room after 30 minutes then an ACE member of the Leadership Team must be notified and give permission for the student to remain in there if this is needed.

Students for whom the use of a Calm or Safe room is likely must have it written in their Behaviour Support Plans. Parents must be notified on the same day whenever a Calm or Safe room is used and are welcome to come into school to view them if they wish.

Students who do not have the use of a Calm or Safe room included on their Behaviour Support Plan may use it in extreme circumstances on a single occasion but following this the Behaviour Support Plan will be redrafted to include the use of the rooms, or a new Behaviour Support Plan created if the student did not have one.

Help Protocol

If class staff believe that a student's behaviour has escalated to the point that the staff within their class are unable to manage the situation, then they should seek additional support from other classes within their cluster or nearby staff. All classes are provided with at least two staff radios for which they can use to request this support. Classes can be contacted on the following radio channels:

Channel 1: Facilities

Channel 2: Reception

Channel 3: Specialist 1 – McKee, Freedman, Llenas, Gravett, Pratchett

Channel 5: Ladybird - Early Years, Rosen, Hargreaves, Browne, Donaldson

Channel 7: Specialist 2 - Morpurgo, Jeffers

Channel 8: Puffin - Blume, Dunbar, Mian, Zephaniah, King-Smith, Child

Channel 9: Phoenix – Seuss, Dahl, Hughes

Channel 10: Penguin – Milligan, Murphy, Andersen, Blackman, Carroll

Channel 12: Link Primary, Secondary.
Channel 13: Nurture Leader and Head of Safeguarding and Wellbeing.
Channel 14: Oxford – Tolkien, Rowling, Ahlberg, Handler

Staff Debriefs

Being involved in a RPI incident can be a very challenging experience for a member of staff on both a physical and emotional level; therefore, it is imperative that staff members are provided with adequate support from within their teams after any RPI incident.

Where possible staff members should be offered a short time out so that they have an opportunity to gather themselves and reflect upon the situation. Staff teams are encouraged to reflect upon all incidents of RPI to look at triggers to the events and whether the situation could have been managed differently. The Behaviour Debrief Meeting template should be used to facilitate this.

Staff are welcome to discuss any concerns or feelings they have with an ACE member of the Leadership Team if they have been negatively affected by a RPI incident.

Rewards Consequences

All rewards and consequences need to be relevant to the student to be effective. The effectiveness of this must be monitored over time. The emphasis should be placed on generating patterns of positive behaviour with a focus on reward, in order to prevent the need for consequential sanctions. Communication books and phone calls home are used to report both the positive rewards and corrective consequences.

Rewards

Positive behaviour is formally recognised with house points.

Students can earn house points for displaying behaviours that are in line with the Golden Rules. They can earn up to eight house points per day. These are awarded at the end of the morning and afternoon sessions during class circle time in which all staff and students reflect on behaviour.

One student from each class will be awarded with the 'Star of the Week' (First School) and 'Student of the Week' (Middle and Upper school) certificate which will be presented during the weekly assembly.

One student from each class will be awarded with the 'Star of the Term' and 'Student of the Term' certificate which will be presented during the end of term assembly. Students who receive the Star/Student of the term award will be invited to celebrate their achievement with a member of the Leadership Team.

In addition to the earning of certificates, each class can use individualised rewards to incentivise positive behaviours. Parents/carers should be made aware of these additional incentives so that they can support the school and their child in promoting positive behaviours.

Consequences

The school advocates a restorative approach rather than an authoritarian approach to applying consequences and dealing with conflict. This encourages students to take more ownership of, and responsibility for, their behaviour. Wherever possible, students should be given the opportunity to focus on 'putting things right' rather than being given a sanction.

Any consequence needs to be effective and focused on supporting the student to improve their choices of behaviour in future situations. If a restorative approach is not possible, it might be appropriate for a student to miss part or all of their free choice time or break times. Further escalations in behaviour may result in after school detentions, loss of privileges, or being placed on report, where they report daily to a senior member of staff for conversations about their behaviour. Where property has been damaged intentionally, it may be deemed appropriate for the school to seek reimbursement for repair or replacement from the parents depending on the circumstances.

As a school we are committed to inclusion and are obliged to determine ways to meet the needs of all our students, recognising that the best place for them to be is in the learning environment. There are at times, however, situations when a student may benefit from a period of time outside the classroom. This may mean a period of time spent away from the activity, some time spent in another classroom (with an assistant). It is important that this is seen as a positive process of supporting the student and not a punishment. This is an opportunity for the student to calm down and then return to the class. During such period of isolation from the group, it is essential that communication is built/rebuilt between staff members and the student in question.

As an inclusive special school, aspiring to be the centre of excellence, we aim to operate a non-exclusion policy. This means that once we accept a student into our school community, we accept the responsibility to do everything we can to get to know the student and their needs. We will work with their family/carers and reflect on our own practice, adapting the way in which we work to help the child develop and flourish. However, we accept that there may be extremely rare circumstances where it is in the best interest of the student for an alternative placement to be found.

There is a process of escalation regarding the management of rewards and consequences which is as follows:

- Initial behaviour dealt with between student and Teacher

Escalates to →

- Teacher contacting parents

Escalates to →

- Nurture Leader or Head of Department

Escalates to →

- Nurture Leader or Head of Safeguarding and Wellbeing

Escalates to →

- Headteacher

If it was felt that exclusion was the only option left to the school, government guidance would be followed: <https://www.gov.uk/government/publications/school-exclusion>

Absconding

If a student is missing (not seen by any staff) the Designated or a Deputy Safeguarding Lead must be notified immediately. An extensive search of all buildings and school grounds should be made by the class team with support if needed from facilities. If they remain unaccounted for, the protocol below will be followed:

1. Time and place of the last sighting of the student to be established
2. If more than 30 minutes since the last sighting, the Head Teacher to be notified by the Safeguarding Lead, with a view of calling the Police to report MISPER (missing person)
3. Reception staff to prepare the photos for police if required
4. Parents/guardians are informed by the Headteacher if the police are called
5. Upon return of student, parents/guardian/social services are to be contacted to inform as required
6. Address issues regarding absconding, to be discussed at earliest opportunity with student, their family and staff
7. Behaviour Support Plan to be updated/put in place to highlight the risk of absconding.

If a student is on site and threatening to abscond then the following process will be followed:

1. For students in Oxford Cluster, class staff should follow them to as far as the second gate (gate closest to the road), encouraging them to return to school. If they then go past the second gate staff will stop following but will continue to monitor them. As soon as they become out of sight a five minute countdown will start. If they haven't returned after five minutes, staff return to reception and reception staff will report the student missing to Police and parents notified. Staff should not attempt to restrain students attempting to leave the site given that these students are of an age and independence where they can manage themselves out in the community and a restraint is likely to cause an escalated risk to themselves or staff.
2. For all other students, staff will need to carry out a restraint to prevent them going past the first gate (gate closest to school building) due to the risk they pose to themselves if they were to leave site. If, however, the student does manage to get off site, staff should not follow beyond the second gate (gate closest to the road) and Police would then be called (process as outlined in Point 1).

Bullying

Bullying and victimising of others is not accepted at Manor Green School.

When a student shows bullying behaviours towards others, this will be challenged and this behaviour will be addressed in the Behaviour Support Plan, which will include any supportive measures the bully requires.

The victim(s) will be offered every support to overcome the stress and trauma caused by the bully. Parents of both the bully and the victim will be informed of incidents and actions taken.

A log of incidents and outcomes will be made for analysis of effectiveness of action taken. If bullying becomes persistent we will follow guidance in the Safeguarding Policy about Peer on Peer abuse.

Conducting Searches

Manor Green School follows advice on conducting searches as per the Department of Education 2018 Guidance 'Searching, Screening and Confiscation'.

School staff can search a student for any item should the student consent. If consent is not given then the Headteacher and staff authorised by them have a statutory power to search students or their possessions where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco/e- cigarettes, fireworks, pornographic images, and any article that the member of staff

suspects has been used to commit an offence, or is likely to be used to commit an offence, damage to property or injury to a person.

School staff can seize any prohibited item found as a result of the search. Depending on the item and the context of the situation, the school may have to report the item to the Police.

Students leaving classes during lessons

At times, students may ask to leave class during lesson times in order to emotionally regulate themselves. Where appropriate, this will be supported by class teams and an agreed place for the student to go (where staff can monitor) and duration of time they can go for will need to be included in the student's Behaviour Support Plan. However, if a student chooses to leave this designated area then a member of the class team will be required to supervise this student until they return to class or their designated 'time out' area.

Mobile Phones

Students are allowed to bring mobile phones into school as many of our students will use them during their travel to and from school. However, once school starts all phones must be handed in to class staff and will be locked away in a secure location until the end of the school day. The only exception to this is that students in the sixth form (Years 12 to 14) will be allowed to use their mobile phones at break and lunch times provided there is staff supervision.

COVID 19 Implications

Due to the manner in which Covid-19 is transmitted, staff need to ensure that a dynamic risk assessment is carried out for any behavioral incident that may require a physical restraint to be implemented.

1. If a student is in crisis but can be safely left in a class room, then move staff and the other students out of the room. Where possible, encourage students in crisis to use this additional space to help them calm.
2. If there is no option but to carry out a physical restraint, then ensure this is done by two members of staff. PPE should be worn where possible if there is a known risk that the student may spit or bite. However, staff members must be mindful that some items of PPE may increase risk of harm to themselves in other ways, e.g. a face shield could cause injury to the wearer if grabbed or others if thrown.
3. If the student does begin to spit or bite whilst restrained then they should immediately be taken to a calm or safe room; staff will not be expected to continue with a seated or standing restraint.
4. If there are frequent episodes of spitting or biting by a student then the Leadership Team will need to review the safety of staff and other students.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the School Bus Compliance Manager
- the Staff Handbook
- meetings with parents
- school events

- meetings with school staff
- communications with home
- Head Teacher's reports
- information displays in the main school entrance

Equality Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Review of Procedure

This procedure shall be subject to annual review and may be changed from time to time.

The Governing Board approved this policy on date: 1st October 2020

Signed: Richard Pelly, Chair of Governors

Signed: Joolz Scarlett, Head Teacher