Birkett House School

Positive Behaviour for Learning Policy

STATUS: DUE FOR REVIEW / AWAITING APPROVAL / IMPLEMENTED (HIGHLIGHT AS APPROPRIATE)	
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Chair of Governors or Committee:	Tim Pearce

Birkett House School

Positive Behaviour for Learning Policy

2026-2028

Related Policies:

- Child Goes Missing
- Disciplinary Policy
- Teaching and Learning Policy
- Care of Pupils Policy Child Protection and Safeguarding Policy (includes anti-bullying)
- Educational Visits Planning
- Mobile Phones Guidance
- Complaints Policy
- Dealing with Allegations of abuse against staff
- Attendance
- Health and Safety
- Whistle-blowing
- ICT Policy and ICT Technical Policy

Policy Objectives

At Birkett House we aim to:

- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe.
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people.
- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence based practice and current research.
- Promote all aspects of each pupil's development, preparing them to make a positive contribution to society and to have an understanding of their rights and responsibilities as citizens.
- Encourage pupils to become independent, responsible, accepting and caring people with respect for the beliefs and values of others.
- To develop pupil's social, communication and self-management skills;

KEY BELIEFS and ETHOS for Behaviour

At Birkett House School we believe that:

- Children and young people want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- With the right support and intervention children and young people can learn to improve their behaviour and regulate appropriately.
- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process.
- All of our children have learning difficulties which impact on how they learn to behave.
- All adults can learn strategies to support young people to improve their behaviour
- Parents and carers are an integral part of supporting children with their behaviour which can challenge

> *What's good behaviour? Well, that's obvious isn't it? Good behaviour is sitting still, doing what you're told, speaking when you're spoken to and generally following instructions. And that's great, except for the fact that pupils are in school to learn, not to behave.*
>
> The Guardian, February, 2012

Birkett House school will provide an environment where:

- Pupils are happy, secure and safe.
- Pupils learn, develop and mature with dignity and respect
- Pupils and staff respect each other and all people irrespective of race, gender, ethnic origin, ability or social class
- There is clarity about acceptable and unacceptable behaviour
- Pupils are encouraged to interact co-operatively and constructively
- We encourage good relationships, self-reliance, self-worth and responsibility
- Intimate care routines can take place with dignity and privacy

This policy outlines the school's expectations of staff:

- To maintain accurate and up to date pupil records;
- To engage in on-going professional development to ensure their knowledge of pupils' identified needs, including autism, along with developments in behaviour management techniques, including physical interventions, are up to date;
- To record and report incidents of inappropriate behaviour;
- To establish strong, positive relationships with pupils, parents, carers, staff, governors and involved agencies;
- To communicate effectively and appropriately with pupils, using appropriate methods for individual pupils;
- To adopt non-confrontational approaches;
- To work within the Birkett House key beliefs and ethos as outlined above and within the physical intervention training delivered through the 'Engage Disengage Reengage' (EDR) approach to behaviour (edr-pb4l.co.uk)
- To operate within a legal framework and ensure the safety of all;
- To contribute to behaviour analysis, hypothesis setting, developing behaviour strategies and interventions, and planning and reviewing positive behaviour plans (PBPs); and
- To carry out strategies and interventions set out in Positive behaviour plans (PBP) and other pupil documents such as Education, Health and Care Plans (EHCP).

Engage Disengage Reengage (EDR)

The EDR model is followed at Birkett House School. Engage Disengage Reengage is a positive behaviour for learning training model developed within 3 special schools in Leicestershire and led by Maplewell Hall School. It is written to ensure best practice within all facets of school life.

Engage allows staff to engage with behaviour professionally and accurately in order to improve outcomes for pupils.

Disengage focuses on strategies and techniques including the use of reasonable force to help staff and students stop unsafe behaviours.

Reengage focuses on reflective processes needed to secure and demonstrate the impact of EDR and how accurate reporting and recording systems can generate meaningful data to drive whole school improvement.

The Engage Disengage Reengage training model ensures that all staff have access to up to date, relevant training, designed specifically for our workplace and the particular needs of our pupils and staff.

Members of staff are trained to deliver this model to others and therefore staff have trained people on site in order to support and give advice if and when required.

There are 5 pillars that EDR is based upon:

1. **Behaviour for Learning**

Adults can support children and young people by the quality of our relationships with each other and them. These relationships are crucial. Each adult is a significant adult for our children and young people.

Supporting Positive Behaviour for Learning is the result of the designated teacher or staff's commitment and dedication to building positive relationships with groups of pupils and with each individual pupil within the group. Pupils are more likely to adopt Positive Behaviour for Learning habits if the teacher/staff is able to demonstrate respect for each pupil and their individual needs and preferences by investing time in building those relationships.

Children and young people at Birkett House School may find learning difficult; learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours. Most of our children and young people learn in small, incremental steps over an extended period of time.

2. **Positive Behaviour Support**

How children behave gives us important information about how they are feeling. A Positive Behaviour Policy supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately. Children with severe and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

3. **Restorative Practice**

> *Restorative practice* is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.
>
> **http://www.iirp.edu/what-is-restorative-practices.php**

The fundamental premise of restorative practice is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.

Restorative practice includes the use of informal and formal processes that proactively build relationships and a sense of community to promote good behaviour and self-discipline. These

processes are most clearly evidenced in an approach to inappropriate behaviour that seeks to acknowledge responsibility for the harm caused, identifies how people are affected, and promotes the repair of relationships.

In schools, the use of restorative practices has been shown to reliably reduce inappropriate behaviour, bullying, violence and crime among pupils and improve the overall climate for learning.

4. Pupil Voice

> *[A 21st Century School] engages and consults pupils in the school, not just on their own learning and additional needs, but also on issues related to the school as a whole;*
>
> **21st Century Schools: A World-Class Education for Every Child. DCSF 2008**

Pupil Voice is a framework for more meaningful pupil engagement in schools. Pupil Voice provides pupils with systems and structures to enable them to contribute to school policy and practice and have a genuine role in designing their learning environment and curriculum on the premise that when pupils are more actively engaged *in* the system, they are more likely to actively engage *with* the system.

5. Token Economy

> *"One of the most important technologies of behaviour modifiers and applied behaviour analysts over the last 40 years has been the token economy"*
>
> **Matson and Boisjoli Aggression and tantrums in autistic children: A review of behavioral treatments and maintaining variables.2009**

A token economy is the awarding of tangible tokens as positive reinforcement to pupils for completing tasks or adopting positive behaviour for learning habits. The basic principle is that a pupil earns a certain number of tokens by engaging in desired behaviours (called "target behaviours") and can then exchange these tokens – effectively using them as payment, which in turn reinforces positive behaviour.

The Quality of Our Provision

Training

As part of their induction, all new staff will initially receive a day's training delivered by trained EDR trainers within the school's staff team on the law, current government guidance documents and the Duty of Care. This will ensure all staff understand the legal framework within which they operate. Refresher training will happen throughout the year focusing on different aspects which are deemed important. Teachers can also request training to be delivered for class groups if they wish to discuss individual children or scenarios.

This Positive Behaviour for Learning Policy will be reviewed as necessary and each year all staff will be briefed on revisions made in response to changes to legislation or guidance.

Positive behaviour plans are available in order to make it more apparent how to support the children. The positive behaviour plan includes aspects such as triggers and how to support the children. These plans are to be located within the students individual files as well as in a purple folder which is easily accessible for quick updates or to inform new staff. It is important that these behaviour plans are discussed with parents in order that they fully understand how we support their child.

Staff are encouraged to discuss with their teams how best to support the children and if they require any more support, EDR trainers are happy to discuss any concerns or strategies.

Meeting Needs

Every child and young person is an individual, with varying needs and preferences. What is outlined below are the preferred strategies which are in line with Birkett House's overarching ethos. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement. Personalised learning approaches ensure that we meet each child or young person at their point of development. If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop.

Supporting Pupils Learning

Staff will support Pupils learning through:

- Accurately assessing the child or young person's needs through observation, evidence gathering and analysis – so that our lessons and interventions are well informed and planned.
- Planning to meet the child or young person's range of learning needs specific to the plans drawn up by their professional group, eg equipment, staffing, sensory needs
- Supporting the child to develop high levels of resilience and have **high expectations for every child for now and for in the future.**
- Supporting children and young people to develop high self- esteem, so that they believe that they can succeed.
- Preparing to deliver engaging, accessible and meaningful lessons and learning opportunities.
- Planning lessons and activities that encourage co-operation and group work.
- Frequently giving positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. **Focus on what you want the child to do.**
- Knowing what motivates each child or young person.
- Praising pupils for their efforts, not their skills using growth mindset principles.
- Investing time to allow children to practise and make mistakes.
- Where appropriate, including the children and young people in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).

- Giving the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their efforts and what they need to do to make further progress.
- Praising the children and young people for their specific effort and achievements, ie descriptive praise and do this often.
- Working in close partnership with parents and carers.
- Actively teaching the children and young people behaviour for learning.
- Giving the children time to process what has been asked of them

The Learning Environment

- An organized and tidy classroom environment encourages Positive Behaviour for Learning.
- All equipment should be stored away when not in use.
- Cupboards and drawers should be labelled to help staff and pupils find the equipment they need.
- Broken or faulty equipment should be put away out of reach whilst awaiting repair or replacement.
- All lessons, equipment used and the rooms and spaces lessons take place in should be risk-assessed.
- The class teacher/timetabled teacher is responsible for ensuring appropriate risk assessments are in place.
- Displays should be kept up to date.
- Specific rules for learning areas should be clearly displayed in a format that is appropriate for all pupils.
- The layout of desks should allow for safe movement around the room, with exits kept clear.

Building Relationships

To foster successful, *enabling* relationships we need to:

- Actively build trust and rapport – they have to be earned: thwey are not given.
- Demonstrate our belief in pupils, it supports them to succeed.(**high expectations**)
- We treat children and young people with dignity and respect at all times, eg by saying ‘thank you’; by communicating carefully and clearly in a way that is accessible to them and their current level of need.
- Demonstrate unconditional positive regard, giving acceptance and support regardless of what students do. This involves showing care and acceptance without judgement or criticism.
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond.
- Adults should not hold a grudge. Restorative conversations should happen in a way that is appropriate for the student in order to rebuild positive relationships.
- Invest in your relationships with the children and have fun together
- Demonstrate through their body language that school is a good place to be
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: **the behaviour is a symptom of something that we need to identify.**
- See things through, eg consequences in place as a response to particular behaviours, both desirable and undesirable

- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened.
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect.
- Name and manage your own emotional reactions to children and young people's behaviour, ie demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person.
- Quietly but firmly hold appropriate boundaries for the children and young people.
- Seek support from wider professional networks to problem-solve challenging behaviour.
- We are always respectful to children; we do not talk about them over their heads or in front of other children.
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them.

Scaffolding

Scaffolding – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully. The scaffolding rules support positive behaviour.

They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range

The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules and Expectations
- Reparation and reflection wherever possible and appropriate- see below
- Descriptive praise – see below
- Fair and predictable responses to both negative and positive behaviour.

As well as, routines, the language of choice, rewards and consequences (Appendix 2).

Zones of regulation

The zones of regulation is not a behaviour management system, but it is a way of supporting the children to self-regulate their emotions and behaviour which is a vital skill to learn.

Each zone represents different feelings and emotions. There are strategies/ tools linked to each zone to help pupils to understand how they are feeling and what they need to feel more

regulated- these can be individualized strategies depending on the child. It is important to support the student to know how best to act and behave when they are feeling in certain ways; ie what is acceptable behaviour when we are feeling cross.

It is important to validate and acknowledge feelings as well as to praise for self regulation.

Each teacher will decide how best to present the zones of regulation to their students within their classroom.

Maximising Achievement by Reducing Barriers to Learning and Education (MARBLE)

Many students at Birkett House have a MARBLE programme. These contain all the strategies and circumstances that pupils require in order for them to learn successfully and remain regulated for as long as possible. They define the strategies that will support positive learning experiences, before, during and after a session. These might include information about the environment, sensory processing strategies, particular language or phrases to use, adults that a pupil may have a safe relationship with or specific resources that have a calming effect on a pupil. These are reviewed termly by class teams.

Rewards

A range of possible rewards are available, some of which are highly individualised.
Pupils may be rewarded by the following:

- A special snack or drink (with mind to dietary restrictions)
- Positive use of voice and facial expression.
- Praise.
- Helping with jobs.
- Giving stickers, certificates, good work behaviour sticker systems.
- Choosing an activity.
- Time with a favoured person or in a favoured place.
- Whole school awards are presented in assembly.

Integral to the system of rewards is an emphasis on praise, both formal and informal to individuals and groups. Success that is relevant to the individual's ability should be celebrated. Rewards should be consistent, immediate (depending on level of awareness) and understood by the pupil.

The school awards a number of special certificates annually at the end of the summer term also.

Natural consequences and Sanctions

At Birkett House, we talk about natural consequences. This helps the children to understand what may happen if work is not completed, requests are not followed, or behaviour is not appropriate and safe. Sanctions are used within our framework of reinforcing positive behaviour. We must be careful in our use of them so as not to negatively reinforce the behaviour. Sanctions will need to be appropriate to the individual. They should be applied calmly and with reason – not as an emotional response to a situation.

Agreed sanctions are:
- Temporary loss of privilege
- Verbal reprimand
- Sending to a senior member of staff
- Restriction of leisure activities
- Planned ignoring

- Loss of time at break (-the whole breaktime should not be withdrawn)
- Time out. This should only be used as part of an agreed behavioural programme, and only to allow pupils under close supervision, to calm down.
- Suspension and Exclusion - only to be used in very extreme and exceptional circumstances decided by the Headteacher.

Sanctions used must be agreed by the class team and written on the Positive Behaviour Plan. This can be discussed and negotiated as part of restorative practice. *Once a sanction has been applied the matter should not be revisited. Each session and each day is a new start.*

All the following must be viewed as **unacceptable sanctions**:

- Corporal punishment – the intentional application of force as a punishment and includes biting, pinching, slapping, rough handling, striking, with or without an implement or throwing missiles at a child.
- Deprivation of food and drink
- The use or withholding of medication, medical or dental treatment
- Intentional deprivation of sleep (applies to residential facilities)
- Requiring children to wear distinctive or inappropriate clothing as a punishment
- The use of accommodation to restrict physically the liberty of any child as a form of punishment. This is only permitted in premises approved by the Secretary of State for use as secure accommodation.
- Imposition of fines
- Intimate body searches
- Insensitive, disparaging or sarcastic comments, comments capable of being construed as having unnecessary sexual connotation which are made out of context.

Contingent Touch

Schools cannot expect to 'legislate' for all physical contact, but in the everyday life of a special school there *will* be situations that legitimately involve some physical contact with pupils either in the classroom, around school or in the general management of behaviour. If pupils are not comfortable with physical contact, this should be respected; whilst opportunity to develop contact should be continued to be offered at an acceptable level.

We acknowledge that pupils with severe learning difficulties may need to seek physical comfort, although age-appropriate issues should be taken into consideration. In response, staff must be careful not to arouse inappropriate responses and should be aware that children can misinterpret words and actions. Matters of this kind will need careful team discussion and where appropriate recorded in the pupil's individual programme.

- Contingent Touch may be used appropriately eg pat on shoulder in a public place, in the appropriate context.
- Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature, eg the child or young person is led away by hand/arm/around shoulder.
- Children with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

Challenging Behaviours

Our response to challenging behaviour will depend on the pupil's individual needs. Therefore, we should always take a personalised approach, following the pupils PBP and school ethos for behaviour.

Challenging behaviour may include, but is not restricted to:

- Not taking part in a planned activity;
- Knowingly distracting others;
- Talking over the top of the teacher or designated speaker;
- Damaging property;
- Swearing;
- Defacing or destroying work;
- Ignoring or excluding others;
- Insulting or bullying behaviour;
- Discriminatory behaviour;
- Sexualized behaviour and peer on peer abuse
- Acting aggressively towards people;
- Absconding; and
- Acting in an unsafe manner.

The behaviour of children and young people in any lesson is the responsibility of the timetabled teacher and class team.

Children and young people across the school must know that inappropriate, disruptive and dangerous behaviour is not acceptable and that staff will consistently reinforce this message by addressing such behaviours during lessons and at social times. Equally staff should give minimal feedback for low level undesirable behaviours.
Responses should be reasonable, proportionate and necessary.

Whilst there must be consistency in terms of all teachers challenging all concerning behaviour, the methods that teachers employ will be suitably differentiated to take account of the level of risk, the pupil's individual needs and abilities, and the context within which the behaviour is taking place.

Where pupils have Positive behaviour plans (PBP) or Risk Assessments (RAs) in place, the timetabled teacher must ensure that they are familiar with the details of such documents, follow the strategies they outline, and regularly contribute new information to them through the pupil's pastoral class teacher, form tutor and support staff.

Behaviour and Safeguarding

Our Commitment

At Birkett House School, we recognise that behaviour can be an important indicator of safeguarding concerns. We are committed to ensuring that safeguarding is always our priority when responding to concerning behaviour. Agenda item 13a - BH Safeguarding Policy…

We will:

- Consider safeguarding concerns as a potential cause of unacceptable behaviour before applying sanctions.

- Consider any potential barriers to the disclosure, recognition and addressing of safeguarding issues for individual pupils
- Address any safeguarding concerns as a priority
- Offer safeguarding support to all pupils who need it, regardless of their behaviour

Understanding the Link Between Behaviour and Safeguarding

Children and young people who are experiencing abuse, neglect, or other safeguarding concerns may express their distress through their behaviour.

This can include:

- Sudden changes in behaviour or mood
- Withdrawal or becoming isolated
- Aggressive or violent behaviour
- Self-harm or risk-taking behaviour
- Sexualised behaviour
- Persistent absence or running away
- Regression in development or learning

Staff must never assume that challenging behaviour is simply 'bad behaviour' without considering whether there may be underlying safeguarding concerns.

Barriers to Safeguarding for Our Pupils

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Additional barriers can exist when recognising abuse, neglect and exploitation for children with SEND including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Communication barriers and difficulties in managing or reporting these challenges
- The need for intimate care or that these children are isolated from others
- That these children are more likely to be dependent on adults for care
- **All staff must be aware of these barriers and actively work to overcome them through professional curiosity and maintaining an 'it could happen here' approach.**

Staff Responsibilities

When dealing with concerning behaviour, all staff must:

1. **Consider safeguarding first**
    - Before issuing any sanction, ask: "Could this behaviour be indicating a safeguarding concern?"

- Consider whether the pupil's behaviour has changed recently or whether there are patterns that suggest distress

2. **Consult with the DSL**
    - Discuss any severe, persistent or concerning behavioural issues with a Designated Safeguarding Lead (DSL)
    - Share information about patterns of behaviour that may indicate safeguarding concerns
    - Seek guidance before deciding on next steps when safeguarding may be a factor
3. **Avoid automatic sanctions when safeguarding is a factor**
    - Avoid issuing a heavily punitive or automatic sanction when behaviour may be linked to safeguarding
    - Take time to fully understand the context for the behaviour
    - Prioritise the pupil's safety and wellbeing
4. **Offer support first**
    - The pupil's safety always comes first, even when they're behaving in a very challenging way
    - Consider whether the pupil should be referred to any source of external support

Recording and Monitoring

All behaviour incidents must be recorded on Behaviour Watch. When recording behaviour that may have safeguarding implications, staff must also complete a safeguarding concern form on MyConcern and ensure the DSL is informed.

The Behaviour Lead will analyse behaviour data to identify:

- Patterns that may indicate safeguarding concerns for individual pupils or groups
- Whether safeguarding support is offered equally to all groups of pupils
- Any disparities in how behaviour is managed that may create barriers to safeguarding

Links to Safeguarding Policy

This section should be read in conjunction with our **Child Protection and Safeguarding Policy**, which provides comprehensive information on:

- How to recognise indicators of abuse, neglect and exploitation
- How to respond to a pupil who discloses abuse
- Procedures for reporting concerns to the DSL or external agencies
- Our approach to child-on-child sexual violence and sexual harassment
- Our trauma-informed approach to supporting

For full details on safeguarding procedures, staff must refer to the Child Protection and Safeguarding Policy.

Communicating Expectations and Choices

If pupils begin to display inappropriate/challenging behaviour in a lesson, the teacher's first communication with the pupil will go a long way to determining how the behaviour will evolve. For some Birkett House pupils well judged, timed and delivered verbal communication of expectations and choices vastly improves the chances of the pupil choosing to adopt positive behaviour for learning.

Appendix 3 demonstrates a suggested list of communication strategies for pupils which can support Positive Behaviour for Learning. These strategies are part of the EDR approach which Birkett House endorses.

Diversion and Distraction

If staff are proactive and engage with pupils who are at risk of behaving in a challenging or inappropriate way before the behaviour escalates, then diversion and distraction strategies can be very effective. They are particularly effective at social times.

Diversion and distraction strategies include:

- Changing the topic of a conversation;
- Commenting on or pointing to interesting features in the environment;
- Changing location;
- Change of face;
- Ending an activity and starting a new one;
- Introducing new people to the group; and
- Asking questions about previous shared positive experiences.

Escalating Behaviour

Even the most skilled communicators will find that on occasions pupils will not be able to comply with rules and requests, and will continue to display inappropriate and challenging behaviour.

Challenging and inappropriate behaviour can interfere with others learning and also presents a learning opportunity in itself and therefore should be addressed.

Children and young people with exceptional behavioural needs

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour. We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person.
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and PBP detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, eg CAHMS, EP support, Disabled Children's Team and medical specialists.
- Parental and family support to implement changes in strategies

Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, The Local Education Authority and external agencies.

Pupil Transition

Birkett House recognises that periods of transition can be challenging for pupils with SEND and may impact on behaviour, wellbeing and engagement. We work closely with pupils, families and professionals to plan transitions between classes, key stages, school sites and post-school destinations. Individual transition plans, visits, social stories, visual supports and enhanced staffing may be used where appropriate. Pupils returning following a significant absence may also receive additional support to help them re-engage successfully with school routines and expectations.

Serious Risk Behaviours

Serious Risk Behaviour is behaviour that presents a risk of physical or emotional harm to pupils or staff, or that risks significant damage to property.

If, despite all attempts to divert, distract and de-escalate, behaviour becomes serious, the teacher needs to take charge of the situation calmly and assertively to manage the risks appropriately. In such situations, the teacher may need to employ some or all of the following strategies:

- **Direct the pupil to leave the room and go to a safe place** – The safe place/quiet place may be identified on pupil's planning documents or it may be an impromptu location. Directing the pupil to a specific location is an important aspect of this strategy as it helps to ensure the teacher fulfils their duty of care obligations. The timetabled teacher is still responsible for the safety of the pupil even after they have been asked to leave the room or area and therefore teachers must direct the pupil to a safe place, ensure that the pupil has gone there and establish that appropriate supervision is in place. In practical terms, this may mean clearly directing a member of staff to follow the pupil.
- **Remove the group** – Sometimes it is safer to remove the other pupils and take them to a free room. Teachers can identify free rooms by calling reception. The safety of the pupil left behind is still the teacher's responsibility and therefore appropriate supervision must be in place.
- **Call for assistance** – In some instances, it may be appropriate for the teacher to call for additional staffing to support. The teacher is the person who makes this decision and may either phone or direct a colleague to phone reception.
- **Use of Force** – When the risk of not physically intervening is greater than the risk of physically intervening, staff are authorised to use force as long as they apply the appropriate **reasonable, necessary and proportionate** criteria to each situation, they act honestly and in good faith, and that they apply the minimum force for the shortest amount of time possible.

Use of Reasonable Force

The Department for Education document, *Use of Reasonable Force: Advice for Headteachers, staff and governing bodies,* states:

1. The term 'reasonable force' covers the broad range of actions used by most teachers and support staff at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

There is no national regulatory body for the use of physical interventions and therefore there is no 'approved' list of techniques or holds. Certain techniques have been identified as posing a far greater risk of injury or death and under no circumstances should these techniques be used. The techniques in question are: Face-down, prone restraints; the 'seated double embrace; the 'double basket-hold'; and the 'nose distraction' method.

All members of school staff, as well as any volunteers, have the legal power to use reasonable force. When deciding whether to use this power, all staff must make a dynamic risk assessment to establish whether the use of force is in the best interests of the pupils, whether it is **reasonable, proportionate and necessary**, and whether the risk of not using force is greater.

Staff should use all of their skills in de-escalation, distraction and diversion where possible to avoid the use of force to control or restrain pupils. Staff should be sensitive to the fact that pupils with autism may find any physical contact particularly difficult to manage.

All staff within school have EDR training which involves theory-based learning as well as training in physical intervention strategies. Physical intervention is used as a last resort.

British law allows for the lawful use of violence under specific acts of parliament. Under common law, everyone has the right to self-defence which also includes the defence of others. Under the Criminal Damage Act 1971, everyone has the right to use force to protect property. The Criminal Law Act 1967 allows for the use of force to prevent a crime or make an arrest. All of these laws apply at school, just as they do in society.

However, acting lawfully may not protect staff from disciplinary proceedings and all staff should be aware that although the law allows for staff to use force to defend themselves, others, property, and to prevent a crime, the ethos of the school is against the use of pain compliance techniques.

Physical Intervention/Restraint

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property.

- Should rarely be used, and only after all other interventions have been exhausted.
- Should be part of pupil's Positive Behaviour Plan (PBP)
- Children with profound and complex needs will need a personalized approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.
- Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the school's incident recording system- Behaviour Watch including: the names of pupil and staff involved, any relevant needs/circumstances including SEN status code, time/date/location/duration, brief account of why intervention was necessary, details of injuries, and support provided after the incident.
- The positive behaviour plan should be consistently updated regarding the risk of children's behaviours.
- After a **reflection/staff debrief***, a positive handling strategy may be included in the pupil's PBP. This may apply when an individual child or young person needs physical intervention strategies as a part of an ongoing PBP.
- Staff should update the child or young person's PBP after a significant incident, outlining any interventions or specific approaches. As before this should occur after a reflection meeting led by the Deputy Head or Behaviour Specialist
- Staff need to be able to establish the possible consequences of using a particular EDR method or methods of physical intervention when difficult behaviour occurs.
- If restraint is used, parents/carers need to be contacted before the child arrives home.

See Physical Intervention Protocol Appendix 4

What Is 'Physical Intervention'?

There is a difference between Physical Intervention and Restrictive Physical Intervention. In this school these are defined as follows:

Type	Definition	Example
Non-restrictive physical interventions.	Where physical touch is used to support the young person and they have the choice to move away from the touch or where a cause of distress can be removed without the need to touch the young person.	In this school this may include: • guiding/shepherding a person from A to B • Removal of a cause of distress, such as adjusting temperature, light or background noise.

Restrictive physical interventions	Where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.	In this school this may include: • Isolating a child in a room • Using EDR physical interventions • Blocking a person's path • Pushing/pulling

Duty of Care

Staff should be aware that their employment imposes upon them a duty of care to maintain an acceptable level of safety. It is acknowledged that the behaviour of children and young people can become dangerous and physical intervention may be required. This is inevitably a high risk action. Guidelines cannot anticipate every situation and, therefore, the sound judgement of staff at all times is crucial. Dynamic risk assessments should occur frequently in ever changing situations. This may mean not getting physically involved if this would put you at direct risk, but could include summoning relevant assistance. It is not acceptable to do nothing.

The two types of physical interventions likely to be required in the school are:-

Emergency/unplanned interventions	Use of force which occurs in response to unforeseen events. ***This should always be a trigger for a Risk Assessment and planning once it has occurred.***
Planned interventions	Any situation that staff might reasonably expect to occur, in which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment. Planned Interventions must be recorded on their Positive Behaviour Plan ***This could be in an individual plan for the management of the behaviour of a specific pupil but could be generic risk assessments and plans for situations which are likely to occur such as a fight in a playground.***

A) Individual Positive Behaviour Plans including physical interventions

These are essential when it is known that a young person may behave in a way that will require a physical intervention, (from records from a previous setting or a history of incidents at the school). It is important to speak to the Behaviour Lead or Senior Leadership if new Positive Behaviour Plans are being written.

In these cases the teacher will ensure that:

- An individual positive behaviour plan is in place, taking account of the needs of the pupil and identifying ways of addressing needs.
- Appropriate support services have been consulted and their advice sought.
- The plan is fully communicated to those in direct contact with the pupil.
- The plan is discussed with the Behaviour Lead
- The plan identifies triggers and warning signs of the dangerous behaviour.
- The plan includes positive behaviour support strategies to manage the behaviour without the use of physical interventions
- The physical interventions to be used and the points at which they are to be used are specific.
- That parents/carers, staff and pupils (where appropriate) have been involved in drawing up the plan and are clear about the specific actions staff may need to take
- That the pupil's Special Educational Needs (SEN) and/or disability have been fully considered. This will include seeking medical advice regarding how restraint could affect a pupil with disability or medical condition.

Once the plan has been drawn up and agreed, the teacher will ensure that:

- The plan is effectively communicated to all those authorised to use force and who may be required to use it.

- That all those who may be temporarily authorised to use force (e.g. volunteers on school trips are made aware of the plan and risk assessment as necessary).
- That appropriate training on specific restrictive physical interventions is available and it is mandatory that those who require it attend.
- That appropriate resources are available to ensure the plan is effectively implemented.
- That the plan is reviewed after every intervention, to ensure it is still appropriate.

IT IS THE RESPONSIBILITY OF EVERY MEMBER OF STAFF TO ENSURE THEY ACT IN ACCORDANCE WITH THESE PLANS AND RISK ASSESSMENTS. ADDITIONALLY, STAFF SHOULD MAKE THE HEADTEACHER AWARE OF ANY SHORTCOMINGS IN THESE PLANS AND ASSESSMENTS.

B) Unplanned Physical Interventions

These by their very nature are more difficult to deal with and will certainly involve staff making on the spot decisions about if and how to intervene.

In emergency or unplanned situations staff will need to carry out a dynamic risk assessment based on the circumstances at the time, professional judgement, this policy and any training received.

Staff are not expected to intervene physically against their better judgement, nor are they expected to place themselves at unreasonable risk. They must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

ALL STAFF MUST BE AWARE THAT THE SCHOOL DOES NOT CONDONE AND WILL NOT TOLERATE THE USE OF PHYSICAL RESTRAINT TO PUNISH OF DISCIPLINE A PUPIL OR TO DELIBERATELY CAUSE PAIN TO OR HUMILIATE A PUPIL. STAFF MUST NEVER USE PHYSICAL RESTRAINT OUT OF ANGER OR FRUSTRATION.

What to do after an incident of challenge

Restorative Conversations with the student

Young people often need time and support to consider their actions and where things may be going wrong. Often with time, without an audience and with adult support, young people can learn to make the right choices and be supported to ‘’make good’.

Once teachers have exhausted the strategies, the next step in the process for re-establishing positive behaviour for learning would be to host an informal restorative conversation. Often this is not possible during the lesson or cannot happen immediately because the pupil may need some reflection time as outlined above.

Dependent on the pupil’s communication needs and ability Birkett House pupils will be expected to have a ‘Restorative Conversation’ either at the end of the lesson or before the end of the school day. A Restorative Conversation is simple in its framework. It is a calm and open space where the following questions are asked of the pupil. These may be adapted in light of the pupils varying communication abilities and understanding.

- “What happened?”
- “What were you thinking about at the time?”
- “What have you thought about since the incident?”
- “Who do you think has been affected by your actions?”
- “How have they been affected?”

For some of our students on the Blue pathway, a restorative ‘conversation’ may look differently, for example like engaging in play together.

Reflection Meeting

If the restorative conversation failed, then the next step would be to hold a ‘Reflection Meeting’. These engage the help of a more neutral member of staff. Teachers should seek support from colleagues or the pupil’s Form Tutor/class teacher.
Pupils can be helped to make appropriate choices when they have a chance to reflect and where appropriate verbalise their thoughts and emotions. Identifying who is being affected and how in a less confrontational setting is part of this reflection process and supports reparation.
Support staff may also be called to hold a restorative conversation or reflection meeting.
Many pupils benefit from these conversations being communicated visually as a comic-strip conversation or social story for future reference.

Reparation

Reparation means repairing relationships, or ‘making good’ in some way. We believe that children and young people should always be given the opportunity to repair, and that they want to do this. **We do not believe in the concept of punishment, because it focuses the child or young person’s mind on the punishment, rather than what s/he did**. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even children with complex difficulties can be supported to repair: we can’t make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

Example: Behaviour Consequence

1. *Child or young person disrupts activity or behaves in a way that makes other children feel unsafe.*

   Action: Child or young person has a break. Child or young person is supported by an adult to consider their behaviour (Reflection). Child or young person apologizes to the group, for his/her specific actions and carries on with the activity. (Reparation)

It is important for our children and young people to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to a child. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

Interventions

Interventions are much more effective tools for modifying the behaviour of pupils who display inappropriate or challenging behaviours. Interventions are more positive and seek either to resolve conflict or to encourage appropriate social, communication or self-management skills. Pupils can be referred for an intervention based on the information in Behaviour Watch which is analysed.

Staff Debrief

For staff, being involved in a serious incident can be physically and emotionally draining. Many staff will leave a serious incident feeling that there was something they should have either done, or not done, that could have resolved the incident earlier. It is important that procedures are in place to give staff who have been involved in serious incidents the opportunity to reflect professionally on what happened. This reflection period allows everyone to learn from both the good practice and the mistakes so that in future situations, the best decisions can be made.

As long as staff have acted **reasonably**, **proportionately** and their action was **necessary** to prevent harm to people or to property, or to maintain good discipline, and staff acted honestly and in good faith, minor injuries will not be taken as evidence of malpractice.

There is however a formal process for investigating incidents where it is felt that staff have acted unreasonably, disproportionately, or in any way that is not within the spirit and ethos outlined in this Positive Behaviour for Learning Policy.

During such an investigation, staff will continue to receive support from school leaders.

Staff should refer to the school's Disciplinary Policy for details of the procedures for handling such allegations.

Informal Staff Debrief

Immediately following a serious incident, a member of SLT or the Behaviour Specialist will check on the immediate physical and emotional well-being of all staff involved in the incident. Staff will be invited to seek first-aid if required and to take a break from timetabled duties to compose themselves and cover will be arranged where necessary. In the most serious cases, this might mean a member of staff going home for the rest of the day.

Formal Staff Debrief

At a Formal Staff Debrief, a member of the leadership team will call together all involved staff. The purpose of the meeting will be to:

- Identify systemic, environmental changes that could be made to either prevent or at least reduce the risks of future events of this nature;
- Identify training needs to develop staff skills to deal with future events of this nature; and
- Ensure the physical and emotional well-being of all staff involved.
- Ensure staff acted reasonably, proportionately and that the action taken was necessary;

Reports in Behaviour Watch will be used to produce reports which will identify any key patterns that could help support the students in future. There is also an overall report written which will be shared with Governors.

Behaviour including PBPs and Risk Assessments will then be discussed at SLT meetings as part of the standing item on behaviour.

Pupil Debrief

The physical and emotional well-being of pupils is also checked following a serious incident.

Immediately following a serious incident, staff will ensure that pupils have had access to a first-aider and that they have an opportunity to take time away from learning events and peers.

A member of SLT should be consulted before making the final decision for pupils to return to timetabled learning, to avoid the danger of secondary incidents occurring due to a lack of sufficient recovery time.

Where appropriate pupils will have a clear explanation as to why staff responded as they did.

First Aid

Students must be seen by a first aider- every class has a trained first aider- following any use of force. The health care assistant, or Dianna Nurse (when on site) can also be asked to support. Where students refuse to allow a first aider to see them this should be recorded. Students should be closely monitored.

Discussions with parents/carers

Unless informing the parents would place the child at risk, parents/carers should be informed at the earliest opportunity. When an incident occurs at school, it is important to be open and honest to parents/carers so they are aware of what has been happening throughout the school day and how we are supporting the student if the situation were to arise again.

Signs of Malpractice

If, following a formal staff debrief there is evidence of staff malpractice, the Headteacher must be informed of the concern.

The Headteacher will then deal with the matter following the school's formal Disciplinary Policy and in consultation with appropriate agencies such as the LADO.

Staff should refer to the school's Disciplinary Policy for details of these procedures.

Malicious Allegations

The school takes all allegations seriously and will investigate concerns fairly and appropriately in line with safeguarding procedures and the school's relevant policies. Where a pupil is found to have knowingly made a malicious allegation against a member of staff or another pupil, appropriate support, restorative work and, where necessary, behaviour management measures will be put in place. Any response will take account of the pupil's age, SEND, understanding and any underlying safeguarding concerns.

Recording, Monitoring and Evaluating Behaviour

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the child or young person; this is partly achieved via recording, monitoring and evaluating.

Concerning behaviour takes many forms and the nature of the behaviour will dictate how the incident is recorded.

Accurate recording of all behaviour is a crucial aspect of the management of behaviour in school.

Accurate recording:

- Helps staff to identify areas of concern and patterns of behaviour, allowing appropriate and effective interventions to be identified for individuals and groups of pupils;
- Provides evidence for accurate LMS banding allowing us to access appropriate funding to help support pupils;
- Aids productive communication with Parents, Carers and other Outside Agencies; and
- Is a legal requirement.
- In an incidence where a child has hurt a member of staff, or pupil, as well as completing a behaviour watch log, it is also important that the correct form (green - adult, yellow -pupils) is completed in reference to the victim.

Behaviour Watch

Behaviour Watch is designed to facilitate functional behaviour analysis. This means that staff who complete the form to record a pupil's behaviour have already begun the process of identifying the functions of the behaviour. This speeds up the process of identifying appropriate strategies.

All behaviours (particularly extremely challenging behaviours, and behaviours that affects others) needs to be recorded on Behaviour Watch within 24 hours of the incident.

Every Member of staff has a unique login code to access Behaviour Watch, once you have logged in you must consider the type of behaviour that has been displayed. There are various categories to choose from, from relatively minor behaviours to more serious behaviours which would naturally involve more intervention from staff.

Banned Items

For the safety of all members of the school community, pupils must not bring prohibited or dangerous items onto school premises. These include knives, weapons, alcohol, illegal drugs, stolen items, tobacco and vaping products, fireworks, pornographic images and any item that may pose a risk to the safety or wellbeing of others. The Headteacher

may also designate additional items as prohibited where they are considered detrimental to the safe and orderly operation of the school.

Searches

Where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item, authorised staff may conduct a search in accordance with current statutory guidance and the school's safeguarding procedures. Any search will be carried out sensitively, proportionately and with due regard to the pupil's age, understanding, communication needs, SEND and welfare. Following any significant search, appropriate support will be provided and parents/carers will normally be informed. Any strip search will only be undertaken by the police and in accordance with safeguarding guidance.

Mobile Phones and Smart Devices

Birkett House School recognises that mobile phones, smart watches and other internet-enabled devices can present both safeguarding and behaviour risks during the school day. Pupils are not permitted to use personal mobile phones or similar devices during lessons, social times or while moving around the school unless this forms part of an agreed educational, communication or medical support plan. Any unauthorised use of a device may result in the device being confiscated and returned in accordance with the relevant policies. Staff will remain vigilant to the potential risks associated with mobile technology, including cyberbullying, online harassment, inappropriate image sharing, AI-generated content and other safeguarding concerns. Where concerns arise, they will be managed in line with the school policies. Adjustments will be made where necessary to support pupils' individual SEND, communication or medical needs.

Restricting Liberties

If a pupil is being kept in a room as a measure to control challenging behaviour, maintain order, prevent harm, damage or crime, then this is seclusion. Seclusion should be considered a use of force and all relevant laws, duties, powers, policies and protocols on the use of force will apply i.e. reasonable, proportionate and necessary. Recording and reporting protocols and duty of care apply and are required. It is part of EDR's ethos that permanent rooms or areas for the seclusion of pupils do not have a place in Leicestershire's schools.
Our Rest and Regulation room (R&R room) is used as a space to support a child in order to keep themselves and others safe. This is an environment where the students can go or be supported if they require thinking time, or time to themselves, with staff support.
At Birkett House, seclusion is not a strategy that is typically incorporated into our behaviour programmes. However, in rare incidents where relentless violence occurs and all other strategies have been exhausted, and there is an imminent risk of injury to staff or pupils, seclusion may be considered as a last resort. In such cases, parents or guardians will always be informed promptly to ensure transparency and collaboration in managing the situation effectively. This will also form part of the student's Positive Behaviour Plan.

At the school, children and young people must NEVER be:

- Locked in a room alone, without support and supervision
- Shut in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

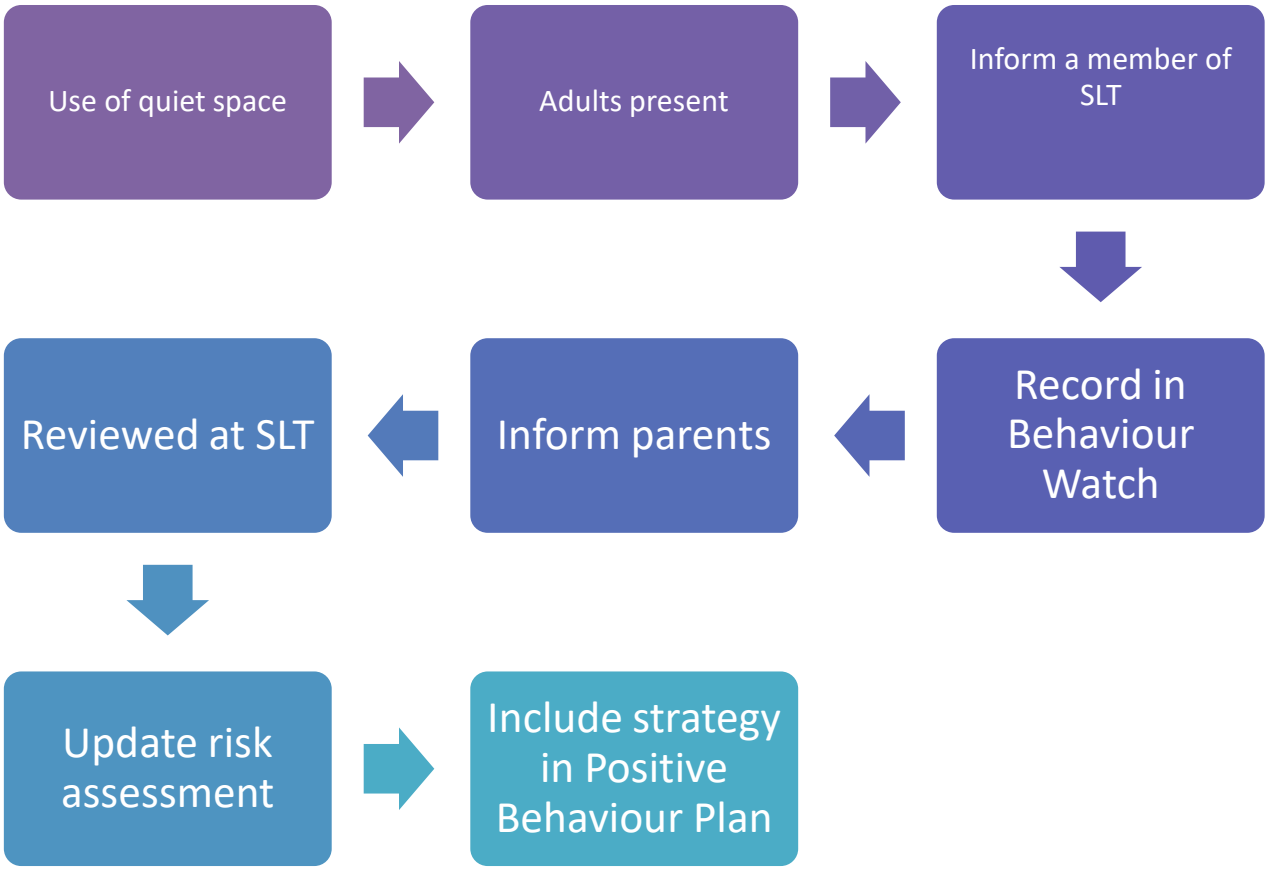
Working in low stimulus, quiet spaces and small classrooms

In **exceptional circumstances** a pupil may be safer working individually in a safe, lower stimulus environment. This could be a small classroom or quiet location in order to reduce overall risk to him/ herself or others, so that they can be supported to learn away from additional distractions. If a pupil is being kept apart from their peers, the pupil should be working either on restorative activities, doing class work or catching up missed class work.
A **senior member of staff must be notified immediately**. All learning spaces must be welcoming and offer pupil opportunities to relax and calm or to work and learn. If a pupil is using a separate classroom/quiet space because of an incident, it must be fully recorded in Behaviour Watch and the pupil's PBP must be updated**.** If a pupil is using a small classroom it should be part of a planned approach to support the pupil, **it must be used as a positive intervention and it must be shared with parents/carers.**

We will ensure that:

1. Pupils are supervised;
2. The doors are not locked;
3. Pupils have access to a toilet;
4. Pupils can have a break, including lunch;
5. Pupils are not kept apart from peers longer than is necessary;
6. Time spent in is used as constructively as possible.

The child's risk assessment must be updated to reflect the exceptional use of these spaces.



Corporal punishment is illegal and is never used at the school.

Birkett House is a 'no shout school'. Shouting at pupils is not deemed appropriate unless there is an emergency.

Hate Incident

The school has an obligation to report on hate incidents (racist, homophobic, gender), bullying and safeguarding. Inappropriate behaviour that is identified as bullying, homophobic, racially motivated, or is prejudiced in any way against minority groups, should therefore be recorded under the appropriate heading.

Safeguarding Form

In accordance with the safeguarding policy, any inappropriate behaviour that raises safeguarding concerns should be recorded on MyConcern.

Safeguarding forms should be handed in to a Designated Safeguarding Lead (DSL). The school's DSLs are:

- **Family Support**
- **Headteacher**
- **Deputy Headteachers**
- **Assistant Headteachers**
- **Lead Teacher at Countesthorpe**
- **Lead Teacher at Thomas Estley**
- **Lead Teacher atThistly Meadow**
- **Lead Teacher at Little Hill**

Reporting to the SLT and Governors

At the end of each full term, the member of Leadership responsible for Behaviour will produce a behaviour report for Senior Leadership. This report will outline overall behaviour incidents by type and by year group and environmental factors such as time and location.

This report will be given to Governors.

Engagement and reporting to Parents and Carers

Teachers should develop an open and honest rapport with parents and carers to enable them to communicate concerns about pupil behaviour directly and promptly. Maintaining class dojo entries, regular phone calls or emails are an effective tool for developing pupil's behaviour for learning skills.

In the first instance, incidents which are one off, a first occasion, serious or requiring a new physical intervention should be communicated with parents via a phone conversation or an in person meeting.

Where we have identified that a pupil requires a positive behaviour plan, in the first instance the team would write this up and consult a member of the leadership team. The development of this plan would then be shared with parents and requires their input to ensure a collaborative approach. Once the behaviour plan is agreed, it is signed off by parents. This plan is then shared and reviewed annually with parent/carers at each annual

review. It is important this is a working document, reviewed and updated regularly or whenever a young person's behaviour presents differently.

Teachers will also be required to report on behaviour in line with the school's assessment policy. In addition to this, teachers will be required to report on behaviour for a pupil's annual review meeting.

Reporting to External Agencies

At any time for the purposes of external assessment by agencies such as CAMHS, teachers may be required to report on pupil behaviour.

Anti-Bullying (including Cyber-bullying)

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Birkett House School takes seriously the subject of bullying and the potentially devastating consequences it can have on an individual. By ensuring that anti-bullying is key to the school's agenda, a safe environment can be provided for all students where they can achieve their full potential.

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologizing and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level E-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.
- Further guidance is available in the school's Care of Pupils Policy

Discriminatory language/incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community. They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They MUST be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other. Parents should be informed. Further guidance is available in the school's Equalities Policy.

Why challenge bullying?

Bullying is never acceptable. No school can claim with confidence that bullying does not occur in their environment so we must respond positively and effectively to bullying. There are a number of very important reasons for challenging bullying behaviours in schools:

- To ensure the safety and happiness of pupils
- To provide a model of appropriate behaviour. If pupils observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied will feel let down by adults in authority.

Please refer to appendix 6 to see our anti-bullying flowchart.

Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education. In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully. Exceptional circumstances include, but are not limited to: –

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence / peer on peer abuse (Safeguarding Policy section 5.2-5.4)
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusions

It is extremely rare for us to permanently exclude a pupil at Birkett House School. In the event that Birkett House School is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move. All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Evaluating

To measure the impact of this policy and associated practices, it is necessary to have formal monitoring and evaluation systems in place.

Specifically:

- Teachers are responsible for monitoring and evaluating the behaviour of individual pupils in their timetabled groups;
- SLT are responsible for monitoring the behaviour of all pupils within their areas of responsibility across all areas of school.

The evaluation and monitoring of behaviour through analysis of behaviour serves to identify ways to:

- Improve the learning environment;
- Deploy staff and resources effectively;
- Identify training needs; and
- Secure positive outcomes for all pupils.

At a systemic level, the analysis of behaviour data will help to identify areas of concern within cohorts, within specific environments, in specific subject areas or at specific times of day. Practices can then be improved or implemented to address these concerns.

Similarly, behaviour data will be used to identify where new practices have had a positive impact and this will inform future developments.

On an individual pupil basis, behaviour data will for example be used to identify the impact of consequences and interventions, and where necessary practice will be modified accordingly.

Key, quantifiable measures of the success of this policy, practices and consequences will include a year on year overall reduction in:

- Recorded incidents of behaviour;
- Unauthorised absence;
- Recorded hate incidents;
- The use of force;
- Injuries to pupils or staff; and
- The use of punishments.

GDPR

Data will be processed to in line with the requirements and protections set out in the General Data Protection Regulation.

Appendix 1

Physical Intervention Policy

Birkett House staff receive up-to-date behaviour management training; in addition we have a number of Engage, Disengage, Re-engage (EDR) leaders. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils.

These include:

- Injury, or risk of injury, to themselves or another pupil
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary.

Any incident where staff have used a physical intervention must be logged on behaviour watch, and parents informed at an appropriate time.

All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

Advice for Staff Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a dynamic risk assessment may allow the time to decide on the appropriate action necessary.

Staff are not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should **never block a young person's exit. Blocking a student's exit is classed as seclusion. Please see above 'restricting liberties'.**

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke the situation. A relaxed posture and a non-threatening (CALM) stance, i.e not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation and use of voice - When people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script

- Connect by using the young person's name
- Recognize and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk and I will listen."
- Give direction Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response.
- Time to make a ‘dynamic’ risk assessment and seek assistance
- Allows other person ‘take up’ time to make their own choices
- Build confidence in children that you are in control
- Children need to feel that adults are in control.

In the event of a serious incident e.g. a fight, staff should:

- Give clear and immediate instructions – “stop fighting, stop fighting”
- Send for assistance
- Spell out consequences
- Remove the ‘fuel’ by clearing the ‘audience’ away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk- if not, call for assistance

Appendix 2

Scaffolding

Routines

Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

Staff should support routines by applying school and classroom rules consistently to themselves as well as to the pupils.

The Language of Choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them.

In doing these things we are meeting children and young people's needs:

Rewards

We believe that pupils at Birkett House School need to have immediate and regular re-enforcement of Positive Behaviour for Learning. Pupils should be rewarded as often as possible in other ways.

Staff should be on the lookout for opportunities to reward pupils and be creative in the rewards that they offer. Rewards will often be linked to specialist interests particularly for those pupils with autism. They should be individualised for the students.

- Descriptive praise
- Symbolic rewards

- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (eg sensory room, choosing time)
- They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.
  Weekly assemblies provide an additional event during which staff can celebrate pupil's effort and achievement.

Appendix 3

Communication strategies

- **Ask if they are OK** - Sometimes we don't need to challenge the behaviour at all. Simply acknowledging that teachers have spotted the pupil is off-task is enough to get them back on track. Asking if they are OK implies that the inappropriate behaviour is not the pupil's fault and is instead down to any number of environmental factors: They are hot, tired, don't have a pen, can't see the board etc. Pupils know they've been noticed, and teachers know they know. Clarify that they understand what they should be doing, resolve any environmental problems and walk away. Sometimes teachers can achieve the same effect with eye contact and a thumbs up;
- **Smile** - When attempting to support pupils' Positive Behaviour for Learning, the outcome of any dialogue can be influenced by our body language. Rush in with a raised voice, a frown, or a pointing finger and pupils' fight or flight responses may be triggered. Wearing a smile conveys the impression that there is no conflict and it keeps open the possibility of recovery and repair;
- **Blame yourself** - It's very easy to blame pupils for their behaviour but it can be very disarming if teachers take that blame on themselves: "I'm sorry, I haven't explained myself properly. Let me try again." It's hard for pupils to be confrontational with you when you are taking the blame for their difficulties;
- **Take-Up Time** - Our pupils take longer to process language. This is a consequence of their general or specific learning difficulties. After giving an instruction or making a request, allow plenty of time for pupils to process your words. Tell them they have time to think. Come back when the allotted time is up and re-check. If they still haven't got it, repeat, rather than rephrase the message – otherwise, they may well have to begin the whole process again;
- **Assume Compliance** - Standing over someone and watching that they carry out your instructions is confrontational and shows that you don't trust the pupil to make the right choice. To save face in front of peers, pupils may feel obliged to hold out against teachers and refuse. Instead, deliver the message and walk away: Show them you trust them. You can always come back to check later;
- **Thank You** - If you say 'please' after a request, the implication is that the pupils have some kind of choice – they can agree to follow the request or refuse, potentially paving the way to a confrontation. Instead, deliver the message and end with Thank You. Subliminally, teachers are showing that they expect the pupil to comply; another sign that they trust them;
- **Keep It Short and Simple** - Our pupils have a wide range of general and specific learning difficulties that compromise their ability to process language. This is further impaired when they are under stress as the language processing part of a human brain is adversely affected when in flight or fight mode;
- **Say Their Name** - It's polite but it also makes it crystal clear who teachers are talking to, ruling out any opportunities for pupils to duck out of things by saying, "I didn't know you meant me." It's also really helpful to our students with ASD, who may find the non-verbal cues too difficult to pick up on and genuinely aren't aware when you are talking to them;
- **Parallel Praise** - Jumping on inappropriate behaviour is draining for everyone. Teachers quickly get worn down by it: So do pupils. Use Parallel Praise to redress the balance a bit. Instead of telling a pupil what they are doing wrong, pick on a pupil who is doing it right, and tell them;

- **Descriptive Praise** supports behaviour for learning. If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg *'I liked the way you came the first time I asked.' 'I noticed how kindly you supported _S_. Thank you.' 'Thank you for returning to the activity so promptly.'* We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language and part of our growth mind-set ethos.
- **Offer Choices** - It's important that pupils have clear choices. This might be a choice between taking part and having a consequence. The choice needs to be delivered simply and factually. Allowing pupils to come to their own decisions helps develop an important skill and lets them take some responsibility for their behaviour. Instead of becoming confrontational in response to teachers' threats, many pupils will simply make the right choice if it is presented to them clearly;
- **Acknowledge the Excuses** - When teachers challenge an inappropriate behaviour, pupils' will often reply with an excuse; "I was only..." This is a secondary behaviour and is an important method a pupil will use to save face. We don't need to respond to it as this will almost inevitably lead to conflict. Instead teachers should build their responses around "Yes...and." The "Yes" acknowledges their excuse; the "And" introduces the teachers' requirements. "Yes, you were just putting that in the bin, and I need you to be sat at your desk."
- **Reflection Time** - If pupils have become distressed and said some wildly offensive things, is it reasonable that they apologise there and then? And if they do, how meaningful is that apology? Allowing them time to reflect will make any restorative work more meaningful and avoid the conflict;
- **Stay Calm** - Pupils will sometimes respond to teachers directions with the, "You can't make me" response. Again, it is an example of a secondary behaviour and is likely to lead to an escalation in the situation if teachers try to prove them wrong with ever increasing threats of consequences. The truth is teachers can't physically make them do anything: Society works on the principal that most people will make the right choices, especially if they are positively incentivised. Teachers should acknowledge that they are right to say they can't be made to do something, clarify what you expect them to do anyway, and walk away;
- **Clock Watch** – If you have gone through the full range of strategies and you are sure the pupil knows what the expectations and choices are, sometimes the most appropriate strategy is then to acknowledge the time, give pupils a short timescale to get back on track and explain that missed time will be made up. Made up time can be at break, lunch or after school, but teachers should talk about it as a consequence of their choices rather than as a threat.

In summary:
Use the '3 D's':

- De-escalate
- Defuse
- Distract

Appendix 4

Restraint: **Should rarely be used, only after all other interventions have been exhausted. Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect.**

Once restraint is used, this incident should inform a student's ***Positive Behaviour Plan (PBP)***. When an individual needs PI strategies as a part of ongoing behaviour support, a positive handling strategy should be included in the student's PBP.

All Physical Interventions should be recorded within Behaviour Watch

by 1 designated person after a physical intervention has occured . This should happen within 24 hours of the event and in most cases before the end of the school day. Please give as much detail as possible stating facts only.

As far as possible this account should be agreed by all staff involved. It is the responsibility of staff to read the account of a PI they have been involved with.

Parents should be informed of any physical intervention which has been used that day using the relevent form if it is not already in their PBP which will have been signed by parents.

If a significant PI has occurred parents/carers should also get a phone call from the class teacher/form tutor or if required a member of SLT.

Within a maximum of 2 days of a significant PI SLTwill do a post incident reflection with the staff involved.

Class teacher/form tutor should up date the student's Individual Behaviour Plan based on any new approaches /actions agreed for the student post incident

On a regular basis the behaviour specialist will review the data in Behaviour Watch and report to SLT.

SLT will continuelly seek to review and improve interventions and practice based on the records in Behaviour Watch.

All significant physical interventions will be reported at Governors meetings.

Appendix 5

Behaviour watch

Inappropriate behaviours: These are behaviours that are unlikely to impact on other pupils, are relatively minor and normally require little intervention to get pupils back on track with appropriate behaviours.

These behaviours may include: incomplete work, not following instructions, shouting, calling out, late to class, not considering others, minor misuse of ICT, poor attention.

Disruptive behaviours: These are behaviours where pupils begin to challenge the ethos of the school, where the learning of others is impacted because of the behaviours exhibited. Forms of reparation may be discussed at this level and pupils will be given options to consider their own behaviours.

These behaviours may include: serious disruption, rude to other pupils, rude to staff, questioning staff decisions, not completing work, internal truancy and negative attention seeking.

Challenging behaviours: These are serious behaviours which could potentially jeopardise the safety and wellbeing of all pupils, when the behaviours are exhibited staff will quickly intervene and support the pupil according to their PBP. A program of additional support will be identified if required via an evaluation of the incident. Pupils will have to complete a form of reparation where appropriate.

These behaviours may include: Theft, assault, self-harm, absconding, damage to property, endangering self and others.

Physical intervention: These are behaviours that when exhibited, staff would be required to physically intervene with the pupil. The way in which staff intervene with the pupil will depend on the behaviours exhibited and what is in the pupil's PBP. When a pupil requires physical intervention staff will ensure that the best interests of the pupil are paramount and that any physical contact is *reasonable, proportionate and absolutely necessary.*

These behaviours may include: biting, pushing, pulling hair, kicking, self-harm, and endangering self and others or physical aggression towards staff and pupils.

When writing about the events on Behaviour Watch, staff should ensure that all details are accurate, professional and as objective as possible. Staff should obtain an overview from staff involved before inputting the data. The description should include:

- What led up to the behaviour
- What the behaviours looked like
- Intervention used
- Pupil's reactions and resolution or reparation.
- The description should be short, concise and accurate.

Appendix 6

The anti-bullying process

Report

- Report bullying incidents to staff.
- The alledged 'victim' will discuss the incident with a staff member which can often resolve the situation.

SLT

- If the bullying continues, the matter should be taken to a member of the Leadership team.
- A meeting will take place between the member of Leadership and the alledged 'victim' where they will be asked to make a statement. Notes will be taken.

Interviews

- The alledged 'bully' will then be interviewed to give their version of events. Staff will also be spoken to.
- Notes will be taken during this meeting with the alledged 'bully'.

Parents

- Both sets of parents with be informed by a phone call and an invitation to meet. The incident of bullying will be logged by the member of the leadership team.

Consequences

- If the two stories are the same, there may be no need to involve anyone else. A decision can be made by the member of the Leadership team as how to proceed.
- The student alledged to be guilty of bullying will be made aware of the sanctions should this continue.
- The alledged victim will be told to immediately report any more bullying behaviour.
- If the alledged bully denies the allegation then witnesses will be sought out and interviewed.
- Strategies will be put in place to support the student to identify and change their bullying behaviour.