



## Behaviour Policy

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### **Links With Other Policies and Documents:**

- Code of Conduct and Behaviour
- Anti-Bullying Policy
- Disciplinary Policy
- Use of Reasonable Force Government Guidance for Schools 2013

### **Legislation and Statutory Requirements**

Our policy takes account of:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation at School
- The Equality Act 2010
- Supporting Learners with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

### **Definition**

In accordance with the DfE advisory document 'behaviour and discipline in schools', Meadow School has produced a policy and guidance for learners, staff, and partner agencies to underpin Meadow School's core beliefs and guidance. This behaviour policy will be reviewed at least once per year, be available on Meadow School website (School Information (England) Regulations 2008) and provided to parents where required.

At Meadow School, we aim to meet the diverse needs of our learners through the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries, and an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.

Our general approach which we aim to embed throughout Meadow School, centres around an unconditional positive regard for all learners, acknowledging and addressing any inappropriate behaviours which may arise. It is through this learner-centred and inclusive approach that learners will learn to understand, manage, and improve their own behaviour, and to build positive relationships with adults and other learners.

Consequently, all learners at Meadow School have the right to a recognition of their unique identity and individual consideration of their needs and be treated with respect and dignity

and feel valued members of the learning community, learn and work in a safe environment and be protected from harm, violence, assault and acts of verbal abuse.

Meadow School recognises that poor behaviour can have wider implications on other learners who attend. Core principles of Meadow School include:

- making sure all adults in the room know how to respond calmly and effectively to learners with special/specific needs.
- ensuring that learners receive rewards every time they have earned them and receive follow-up actions every time behaviour falls below expectations.

Staff follow these guidelines and support a consistent approach to managing behaviour, both in the classroom and around Meadow School. When learners know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

### **Key Principles to Support Positive Behaviour**

- Ensure that this behaviour policy is clearly understood and followed by all staff, parents, and learners.
- Display the school values that underpin the rules clearly around the building. Staff and learners should know what they are. (See Appendix A.)
- Display the rewards in each class
- Ensure that other senior leadership team members are a visible presence around Meadow School.
- Check on behaviour outside of school.
- Check the building is clean and well-maintained.
- Ensure that staff praise positive behaviour and work.
- Ensure that staff understand special needs of learners.
- Put in place suitable support for learners with behavioural difficulties.
- Build positive relationships with the parents of learners with behaviour difficulties.
- Meet and greet learners when they come into the classroom.
- Have a system in place to follow through with all sanctions and rewards (e.g., stop and think.).
- Have a visual timetable displayed in all classrooms.
- Ensure that all resources are prepared in advance.
- Praise the behaviour we want to see more of. Praise children for doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Teach children the class routines.
- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.
- Identify and understand the needs and specific strategies for each child as recorded in their RSP – Regulation Support Plans (see Appendix B).

**Regulation Support Plans (see Appendix B)** - Meadow School ensures each learner who attends Meadow School has a Regulation Support Plan (RSP). This document records the typical behaviours staff may expect from each learner, including what can prompt positive/poor behaviour and how the behaviour is managed/key personnel etc. This document is compiled in partnership with the learner, teacher, support staff and the Principal to work together to promote the best possible behaviour. It also documents what to expect when behaviour falls below what is expected and how this is managed effectively. This is a 'live' document open to change throughout the time a learner spends within Meadow School.

### **Support and Communication**

To promote and support appropriate behaviour, Meadow School is committed to ensuring that staff to learner ratios are kept as high as possible. However, there may be occasions when staff working with learners feel they require additional help and support, over and above the classroom team. In these cases, on hearing a call for SMT – all available staff should directly walk to where SMT has been requested or make sure other support staff are made aware of the request.

### **Staff Support**

Working in an environment that can sometimes be challenging can be stressful. As such we like to make sure that staff are supported in all possible situations and outcomes. The senior leadership team play a big part in managing behaviour and will be available whenever possible to support staff and deal with poor behaviour.

Working in high stress and challenging situations can have a detrimental impact on staff mental health. Following incidents or instances of high stress and challenge, staff can take time for themselves to support their own wellbeing and mental health. In instances like these, and if required, staff can provide extra resilience in the class where needed.

Staff are encouraged to take time away in safe spaces if required and have access to their support network if appropriate. We are committing ourselves to ensure Mental Health First Aid trained staff are available who can offer further support if required.

Other examples of staff support, and wellbeing can be addressed through, but are not limited to:

- Weekly/termly wellbeing activities.
- Tailored CPD, relevant to the individual and discussed at length with the senior leadership team.
- Access to wellbeing support.
- Membership of Westfield Health.

Instances of malicious accusations made against school staff will be investigated thoroughly and dealt with accordingly, with appropriate action being taken.

At Meadow School we meet with staff daily to share best practice through a debrief. Discussion of incidents and case studies take place to ensure staff are upskilled continually and have a good knowledge of which strategies work well with each learner, further training or assistance or the sharing of best practice.

The senior leadership team have an 'open-door policy' which encourages the flow of information and can highlight areas of support or where improvements can be made.

### **Expectations**

Our school's expectations set out the expected behaviour of learners and staff and constitutes the rules to maintain a good working environment. These are displayed around Meadow School in different formats.

Learners should:

- Be helpful and supportive of one another.
- Respect everyone, the school, and its property.
- Be the best version of themselves.
- Be kind and considerate.
- Understand the expectations placed on themselves and on those learning and working within Meadow School.
- Keep lines of communication open and two-way.
- Keep each other safe and feeling secure.

Staff understand:

- The behaviour is NOT the child.
- All behaviour is a form of communication about how the child is feeling at that point in time.
- Positive communication equals positive relationships.

## **Behaviour and Actions**

### **Continual Positive Reinforcement**

Each member of staff within Meadow School is encouraged to use their own interpretation of positive reinforcement to maintain a natural and friendly relationship with learners. Guidance is given and generally reflected across Meadow School with teachers, senior leaders and support staff all utilising positive reinforcement in building relationships with learners.

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the learner or groups of learners.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books, home communication books.
- Displaying good work.
- Work towards an activity chosen by the learner.
- Recognition and celebration of learning.

Formal rewards are targeted and individualised according to age and need, celebrated with the peers and the whole school as appropriate e.g., certificate presentations in assemblies for achievements and presentations of rewards. A focus on restorative approaches to addressing and changing behaviour. Staff recognition of positive behaviour is clearly based on learners' level of development, their needs, and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Consistency of praise and appropriate challenge is essential in giving both learners and staff an understanding of how learners should behave. Clear definitions and sharing of best practice are important in making sure Meadow School's vision is shared between learners, staff, partner agencies and parents. All learners need to be aware of the rules and routines and the consequences of meeting or not meeting rules and expected standards of behaviour.

### **Choice and Consequence: Rewarding Positive Behaviour**

Behaviour that leads to rewarding consequences are more likely to be repeated if:

- All staff are actively involved in consistently rewarding positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- The types of consequences used across Meadow School reflect the individual nature of class groups and learner.

Informal consequences may include, but are not limited to:

- Use of planned ignoring, where possible.
- Use of another member of staff/SLT/support staff/Safe Face.
- Facial expression of disapproval.
- Verbal warnings and reprimands.
- Loss of privileges or rewards.
- Restorative conversations and discussions.
- Temporary withdrawal from the learning environment/working with another support member of staff/class.

Formal consequences are implemented following due consideration of any incident and the learner's age and needs:

- Agreed withdrawal of privilege (in accordance with the sanctions list).
- Meeting with the Principal/parents/partner agencies.

- Restorative methods – repairing damage, writing letters of apology, and verbal apology.
- Suspension: the use of a fixed-term exclusion.

### **Graduated Approach to Support Behaviour**

Should staff become concerned about a learner's behaviour over a period of time, Staff will follow a Graduated Approach to support behaviour (Appendix D). This should be read alongside Appendix A – Behaviour and Action Chart. All meetings follow a restorative framework as outlined further below. The meetings should not be deemed punitive but restorative in nature to provide additional support to all parties involved.

#### **Stage 1 – Meeting with Support Staff**

This initial meeting could be prompted by a rise in Level one behaviours and is in place to share concerns and offer early intervention within the classroom. This meeting can be completed over the phone, virtually, home visit or at school at an appropriate time.

#### **Stage 2 – Meeting with Teacher/Tutor**

This meeting would be prompted by a rise in Level one and Level two behaviours/or if a Stage 1 Meeting was unsuccessful, OR deemed inappropriate due to behaviours shown.

#### **Stage 3 – Meeting with Assistant Principal and/or Principal**

This meeting would be prompted by unsuccessful Stage 1 and/or 2 Meetings OR a rise in Level two or Level three behaviours. These may prompt a learner to be placed on an agreement to monitor and support positive behaviour and/or explore other strategies.

### **Suspensions or Permanent Exclusion**

When a young person is sent home due to negative behaviour, it will be marked as a suspension on our register unless there are extenuating circumstances. In any instance where children/learners walk off-site without permission and cannot be regulated and supported back into the building, this will be recorded as a suspension.

On occasion, for health and safety reasons or if there is continuous negative behaviour, it may be necessary to send a learner home. Parents are contacted, and arrangements for the learner to be picked up from school are made. Meadow School will not allow Learners to walk home due to the location of the school being very rural, and all learners are transported by car or taxi. An alternative would be internal suspension if the family are unable to pick up the learner or the school feels it is not in the best interest of the learner for safeguarding reasons or mental health reasons.

The following day, the learner will be offered a fresh start following a conversation with a member of SMT and/or having attended a restorative meeting.

Any incident, which breaches the school's Code of Conduct, is liable to result in a suspension and/or withdrawal of placement. Please see our Suspension and Permanent Exclusion Policy for further information.

### **Supportive Strategies**

Building relationships is a key part of the development of learning and support for learners within Meadow School. By having positive relationships with staff, we can help learners work through any issues that may arise by offering a supportive approach to their individual need.

### **Myspace**

Time away from the classroom or class group can be a very effective way in which we can support a learner. When used positively it can help reduce anxiety, aid communication and be an area in which a learner can feel supported away from the classroom. If required, a

learner can access this safe place (Myspace Room), where they can access time away from others and spend time with supportive elements of the care team or nominated staff.

### **Restorative Practices**

Wherever possible, the school will adopt a restorative approach when challenging or sanctioning poor behaviour.

Restorative practice is a set of principles and practices that encourage children to take responsibility for their behaviour by considering its causes and consequences. Restorative practice involves helping the learner consider their behaviour, its consequences, and what they can do to improve it.

### **How Does the School Implement Restorative Practices?**

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it. The school can work through key questions to aid the restorative approach.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

### **Searching of Learners**

The school reserves the right to search learners prior to entering the school or at appropriate times should the need arise. Any search for weapons or prohibited items must be done in accordance with the DFE guidance "searching, screening and confiscation advice for schools 2022" respecting the lawful rights of the learners. Any refusal to search would see the learner refused entry to the school or sent home. Should any search take place this should always be done with somebody else present, and a note made on the safeguarding file.

### **Mobile Phones**

Mobile phones are prohibited on Meadow School site. There may be times when learners are found with mobile phones in their possession and if this occurs, they will be required to hand this into school staff where it will be stored safely until the end of school day. If a learner refuses to hand in their phone, then efforts must be made to work on compliance and in worst cases parents will be called to pick up the mobile phone from school. If a learner fails to comply, learners will not be allowed into the learning area, Meadow School has not excluded the learner and the learner's absence should be treated as unauthorised. The learner should comply with the rules and attend.

### **The Team Teach Approach**

We strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

This may also mean that there are times when their behaviour requires staff physical intervention to ensure the learners' own safety, the safety of other learners and staff, or that property is not seriously damaged. Physical intervention is only used as last resort when deemed appropriate. Learners who are persistently having a negative impact on the learning of others may also be required to be moved using positive handling approach. All intervention will be appropriate, proportionate and reasonable.

In these cases, restraint would be exercised under (and in line with) the statutory rights of the government's July 2013 guidance "*Use of reasonable force*" document.

All incidents of positive handling are reported, recorded, monitored, and evaluated on a physical Intervention Form. (Appendix E) Parents and the local authority will be informed of cases involving a learner being held with more restrictive holds. Any injury sustained during an incident involving positive handling is also reported to the parent.

### **Parental Involvement**

Parents can play a significant role in making sure that Meadow School principles of behaviour and policy are upheld. Parents will have the ability to contact directly and the lines of communication to Meadow School will be open at all times including 'out of school hours' supported by the senior leadership team.

Parents are encouraged to support Meadow School and work in partnership to get the very best outcomes in behaviour.

Parents will be invited into Meadow School regularly to discuss learner progress with their child's teacher.

Use of single assessment/early intervention – school will take a lead role in supporting parents with issues outside of Meadow School and will be a conduit to getting increased help and support from outside agencies.

### **Use of Specialist Support**

Meadow School recognises that in some instances further support may be required for our learners that requires specialist intervention. School makes sure these areas are covered wherever possible.

### **Speech and Language Therapy**

External specialists will be sourced to support any learner with speech, language, or verbal communication difficulties.

### **Educational Psychologists**

An external specialist who will support with further strategies to ensure success at school.

### **Referral to External Services:**

Where appropriate, referrals to external providers, such as CAMHS, GP, and OT, will be made to support.

### **Recording and Reporting**

Reporting of behaviour is recorded in a timely manner on our CPOMS system. The Principal and SLT are notified of the recorded behaviour and regularly analyse the number and level of incidents. If an ABC chart is being used, these are uploaded to the CPOMS system on a daily basis or when completed.

Meadow School uses SharePoint and a secure email to the Melrose Central office to upload any Physical Intervention forms, in addition to the CPOMS system where the forms are also uploaded. The information is gathered in a timely and consistent manner, which enables the senior leadership team to analyse and review positive trends, informing learning and strategic development. Incidents are reported in a timely manner and are reviewed by the senior leadership team. This is completed within 24 hours of any incident that involved physical intervention, with any follow-up actions taken as soon as possible.

Data is collated and analysed to inform strategy and practice, highlighting any additional support needs. Behaviour data is collated each month and shared with all relevant stakeholders.





Appendix A	Behaviour Description	Next Steps
Positive behaviours	Rewarded with raffle tickets, end-of-week assembly and rewards, verbal comments, phone calls home, messages using the Engage System, email via parent address, certificates, end-of-term rewards, and celebration trips/activities.	
<p><b>Level 1 Yellow</b></p> <p><i>Should initiate the use of all strategies in the learner's regulation plan.</i></p>	<ul style="list-style-type: none"> <li>• General swearing/verbal aggression.</li> <li>• Refusal to follow instructions for a long period of time.</li> <li>• Being unkind to others.</li> <li>• Name-calling: <ul style="list-style-type: none"> <li>• deliberately trying to annoy others.</li> <li>• low-level disruption continues even after a warning.</li> </ul> </li> <li>• Throwing paper and other light objects at others to cause a disturbance. <ul style="list-style-type: none"> <li>• low-level damage, i.e. snapping pencils and rulers for effect.</li> <li>• Tip one chair in annoyance or frustration, but the behaviour goes no further.</li> </ul> </li> <li>• Rude to staff: <ul style="list-style-type: none"> <li>• purposefully kicking balls over the fence to prevent others from playing.</li> </ul> </li> <li>• Kicking doors to disturb others or prevent learning.</li> <li>• Hand gestures/swearing.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning.</li> <li>• Use of regulation plan strategies.</li> <li>• Planned to ignore (if low level): <ul style="list-style-type: none"> <li>• offer of a movement break.</li> <li>• offer of the sensory room.</li> </ul> </li> <li>• Offer of calm space.</li> <li>• Offer of library /art, or music activities.</li> <li>• Sensory activity .</li> <li>• Offer of a different space away from others.</li> <li>• Offer of physical activity (gym, bike, pacing or running outside).</li> <li>• Use of single-word language, no complex sentences.</li> <li>• May offer a simple choice of 2 things (this or this ).</li> <li>• Behaviours logged on CPOMS.</li> </ul>
<p><b>Level 2 Orange</b></p> <p><i>Staff should be following the regulation plan and any risk assessment protocol.</i></p>	<ul style="list-style-type: none"> <li>• Continual level 1 behaviours</li> <li>• Walking out of class without stating a need for a break</li> <li>• Directed swearing – verbal abuse / making threats:</li> <li>• Throwing larger items to hit others to cause distress or impact</li> <li>• Minor damage to properties (broken table)</li> <li>• Being disrespectful to staff or other learners</li> <li>• Persistent non-compliance <ul style="list-style-type: none"> <li>• classroom disruption</li> <li>• causes an unsafe environment for others</li> </ul> </li> <li>• Gang talk and acting out stabbings, etc..</li> <li>• Sexual references or acting out sexual acts (teenage levels, if more concerning, this is a red) (look at Hackett's Continuum (Appendix C) for reference for inappropriate sexual behaviour vs developmentally typical behaviour)</li> <li>• Pushing others out of the way.</li> </ul>	<p><b>Use of Regulation Plan Strategies</b></p> <ul style="list-style-type: none"> <li>• Use of restorative justice with key adults.</li> <li>• Telephone call home: <ul style="list-style-type: none"> <li>• Review of the regulation plan.</li> <li>• Review of RA, or does the learner need an RA.</li> <li>• A formal agreement with the learner and parent on expected behaviours.</li> </ul> </li> <li>• Use of single-word language or no adult speaking if aggravating the situation.</li> <li>• May offer a simple choice of 2 things (this or this ).</li> </ul>
<p><b>Level 3 Red</b></p> <p><i>Risk assessment protocol in place and been followed.</i></p>	<ul style="list-style-type: none"> <li>• Continual level 2 behaviours.</li> <li>• Attempting to climb the wall or outer gates.</li> <li>• Attempting to kick or hit others, or making light physical contact with others.</li> <li>• Intimidating and threatening behaviour.</li> <li>• Disruption on school transport.</li> <li>• Disruption when off-site on trips.</li> </ul>	<ul style="list-style-type: none"> <li>• School placement at risk.</li> <li>• Parents charged for damage.</li> <li>• Short-term suspension 1- 2 days.</li> <li>• In-house suspension.</li> <li>• Low-level team teach actions are needed.</li> </ul> <p>Learners' individual risk assessment should be followed.</p>

	<ul style="list-style-type: none"> <li>• Inappropriate use of social media</li> <li>• Bullying</li> <li>• Discriminatory comments</li> <li>• Sexual references or acting out sexual acts (more than at teenage levels) - use Hackett's Continuum for reference of problematic sexual behaviour.</li> </ul>	
<i>Serious incidents involving physical intervention,</i>	<ul style="list-style-type: none"> <li>• Absconding.</li> <li>• Physical violence /assault.</li> <li>• Serious damage to property.</li> <li>• Endangering the life of others.</li> <li>• Using an object as a weapon.</li> <li>• Holding a knife in a threatening manner.</li> <li>• Using or possession of controlled substances.</li> <li>• sexual references or acting out sexual acts (more than at teenage levels) use Hackett's Continuum for reference of what harmful sexual behaviour looks like.</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension for longer than 2 days.</li> <li>• End of placement – permanent exclusion.</li> <li>• Police advice if needed.</li> </ul> <p>Team Teach actions needed.</p>

Appendix B

Regulation Support Plan

Name;	
Class;	
Date;	
Reviewed by;	
To be reviewed:	

 <p><b>Likes and Interests</b></p>	 <p><b>Language and social communication</b></p>	 <p><b>Sensory Needs and Learning Style</b></p>	 <p><b>Other Information</b></p>
<ul style="list-style-type: none"> <li>• Sensory room</li> <li>• My space room</li> <li>• Music</li> <li>• Singing</li> <li>• Art</li> <li>• Craft</li> <li>• Colouring</li> <li>• Specific toys</li> <li>• Specific books</li> <li>• trampoline</li> <li>• Laptop</li> <li>• Playground</li> <li>• Football</li> <li>• Boxing</li> <li>• Lego</li> </ul> <p>Special interests :</p>	<ul style="list-style-type: none"> <li>• Verbal language – learned phrases and key words.</li> <li>• Total communication environment needed by all staff.</li> <li>• Prefers communication with adults.</li> <li>• Struggles to maintain conversation with peers.</li> <li>• Lack of understanding when initiating conversation with peers.</li> <li>• Lack of understanding of peers' humor or language.</li> <li>• Use of inappropriate language and terms in everyday speech.</li> <li>• Not able to understand banter or non-logical sayings eg 'it's raining cats and dogs'.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs access to low arousal, calm learning environment.</li> <li>• One staff speaking at a time to support language processing.</li> <li>• Highly structured day which is consistent and displayed visually with pictures of a timetable.</li> <li>• Regular access to quiet, calm learning breaks.</li> <li>• Needs constant reassurance by staff.</li> <li>• Movement breaks.</li> <li>• Use of wobble stools in class.</li> <li>• Use of wobble cushions.</li> <li>• Use of fiddlers.</li> <li>• Sensory breaks – light, sound, vibration, music therapy.</li> <li>• Kinesthetic learning.</li> <li>• Photographic memory – influences reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• ASD</li> <li>• ADHD</li> <li>• SEMH</li> <li>• PDA traits</li> <li>• HI</li> <li>• VI</li> <li>• MLD</li> <li>• SLD</li> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• Medical</li> <li>• Anger / red mist</li> <li>• Low-level violent reactions: push, light slap or hit</li> </ul>

General Challenges and Difficulties	Proactive Strategies
<b>Will react with 'No' to any suggestion</b>	<ul style="list-style-type: none"> <li>• give learner processing time, and allow xxx to join in conversation /activity in some capacity when ready.</li> <li>• listen to what the learner wants to do and agree a way forward.</li> </ul>
<b>Any changes to the routine, timetable</b>	<ul style="list-style-type: none"> <li>• Staff will ensure that xxx has access to a daily visual timetable that is consistent for each day that is in school.</li> <li>• Staff will reduce any changes to xxx's routine to ensure he is aware of his routine and all staff deliver it consistently.</li> </ul>
<b>PE or Games</b>	<ul style="list-style-type: none"> <li>• listen to what the learner wants to do and agree on a way forward.</li> <li>• show understanding and compassion – teenagers have body image issues, smell, don't like to sweat.</li> <li>• May not want to change for PE. This is ok – we only offer changing for those learners that want to.</li> </ul>
<b>Social times</b>	<ul style="list-style-type: none"> <li>• Staff will use xxx's 5-point scale to ask xxx how xxx is feeling four times a day. If xxx communicates xxx is a 3, 4 or 5 then staff will offer xxx support.</li> </ul>
<b>Unstructured times</b>	<ul style="list-style-type: none"> <li>• Staff will ensure that xxx has access to a daily visual timetable that is consistent for each day that is in school.</li> <li>• Staff will reduce any changes to xxx's routine to ensure she/he is aware of his routine and all staff deliver it consistently.</li> </ul>
<b>Food</b>	<ul style="list-style-type: none"> <li>• Offer an alternative to what the learner may not be able to have.</li> <li>• Offer a range of foods.</li> </ul>
<b>Staff inconsistencies</b>	<ul style="list-style-type: none"> <li>• If there is a planned absence of staff – prepare learners for this occasion.</li> <li>• Prepare learners for any changes in daily staffing, this could be use of pictures to show learners who is supporting.</li> </ul>
<b>Noisy, busy environments</b>	<ul style="list-style-type: none"> <li>• Staff will ensure that the classroom is a low-arousal, calm space for xxx. All background noise will be kept to a minimum.</li> <li>• Staff to support xxx in noisy situations by offering him some ear defenders.</li> <li>• Staff to offer outside or the learners kitchen at dinnertimes as an alternative to the Hall.</li> </ul>
<b>Regulating emotions and struggling with feelings of anxiety</b>	<ul style="list-style-type: none"> <li>• Xxx will be offered movement and sensory breaks throughout the school day</li> <li>• Xxx will have constant access to xxx calming choices. Staff are to ensure these are honoured consistently when xxx requests them.</li> </ul>
<b>Seeking reassurance from staff through repetitive questioning and seeking praise</b>	<ul style="list-style-type: none"> <li>• Staff are consistent in saying ' just once'</li> <li>• Staff can write the answer to the repeating question on card and offer this to the learner as reassurance.</li> <li>• Staff praise only the behaviour and actions that are consistent with the school expectations.</li> </ul>
<b>Turning to slapping others when provoked</b>	<ul style="list-style-type: none"> <li>• Staff will ensure that they are reassuring and praising xxx when xxx is showing xxx is dysregulated.</li> <li>• When xxx demonstrates that xxx is upset, staff will offer reassurance and support.</li> <li>• Staff are not to use terms like 'you're fine' in response to xxx, as xxx is experiencing high levels of anxiety or frustration.</li> <li>• Offers of alternative rooms and spaces away from anxiety issues.</li> </ul>

## Appendix C

# Responding to children who display sexualised behaviour

It's important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children get appropriate support. Always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. This guide is a tool to support objective decision making about a child or young person's sexual behaviour and does not replace professional judgement or policy and legislation. Visit [nspcc.org.uk/hsb](https://nspcc.org.uk/hsb) for more information.

### Need advice?

Contact our helpline for advice and support:

- Call **0808 800 5000**
- Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Visit [nspcc.org.uk/helpline](https://nspcc.org.uk/helpline)

### Childline

For children who need further support our free, confidential helpline is available 24/7:

- Call **0800 1111**
- Visit [childline.org.uk](https://childline.org.uk)

Developmentally typical	Problematic		Harmful	
Hackett Continuum				
Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> <li>• Developmentally expected and socially acceptable behaviour</li> <li>• Consensual, mutual and reciprocal</li> <li>• Decision making is shared</li> </ul>	<ul style="list-style-type: none"> <li>• Single instances of developmentally inappropriate sexual behaviour</li> <li>• Behaviour that may be socially acceptable within a peer group but not in wider society</li> <li>• May involve an inappropriate context for behaviour that would otherwise be considered normal</li> </ul>	<ul style="list-style-type: none"> <li>• Developmentally unusual and socially unexpected behaviour</li> <li>• May be compulsive</li> <li>• Consent may be unclear and the behaviour may not be reciprocal</li> <li>• May involve an imbalance of power</li> <li>• Doesn't have an overt element of victimisation</li> </ul>	<ul style="list-style-type: none"> <li>• Intrusive behaviour</li> <li>• May involve a misuse of power</li> <li>• May have an element of victimisation</li> <li>• May use coercion and force</li> <li>• May include elements of expressive violence</li> <li>• Informed consent has not been given (or the victim was not able to consent freely)</li> </ul>	<ul style="list-style-type: none"> <li>• Physically violent sexual abuse</li> <li>• Highly intrusive</li> <li>• May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li> <li>• May involve sadism</li> </ul>
<p><b>How to respond</b></p> <ul style="list-style-type: none"> <li>• Although green behaviours are not concerning, they still require a response</li> <li>• Listen to what children and young people have to say and respond calmly and non-judgementally</li> <li>• Talk to parents about developmentally typical sexualised behaviours</li> <li>• Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse</li> <li>• Signpost helpful resources like our 'Talk PANTS' activity pack: <a href="https://nspcc.org.uk/pants">nspcc.org.uk/pants</a></li> <li>• Make sure young people know how to behave responsibly and safely</li> </ul>	<p><b>How to respond</b></p> <ul style="list-style-type: none"> <li>• Amber behaviours should not be ignored</li> <li>• Listen to what children and young people have to say and respond calmly and non-judgementally</li> <li>• Consider the child's developmental age as well as their chronological age, alongside wider holistic needs and safeguarding concerns about the problematic sexualised behaviour</li> <li>• Follow your organisation's child protection procedures and make a report to the person responsible for child protection</li> <li>• Your policy or procedure should guide you towards a nominated child protection lead who can be notified and will provide support</li> <li>• Consider whether the child or young person needs therapeutic support and make referrals as appropriate</li> </ul>		<p><b>How to respond</b></p> <ul style="list-style-type: none"> <li>• Red behaviours indicate a need for immediate intervention and action</li> <li>• If a child is in immediate danger, call the police on 999</li> <li>• Follow your organisation's child protection procedures and make a report to the person responsible for child protection</li> <li>• Your policy or procedure should guide you towards a nominated child protection lead who should be notified and will provide support</li> <li>• Typically referrals to children's social care and the police would be required. Referrals to therapeutic services should only be made once statutory services have been informed and followed due procedures</li> </ul>	

**NSPCC**  
Learning<sup>1</sup>

In partnership with



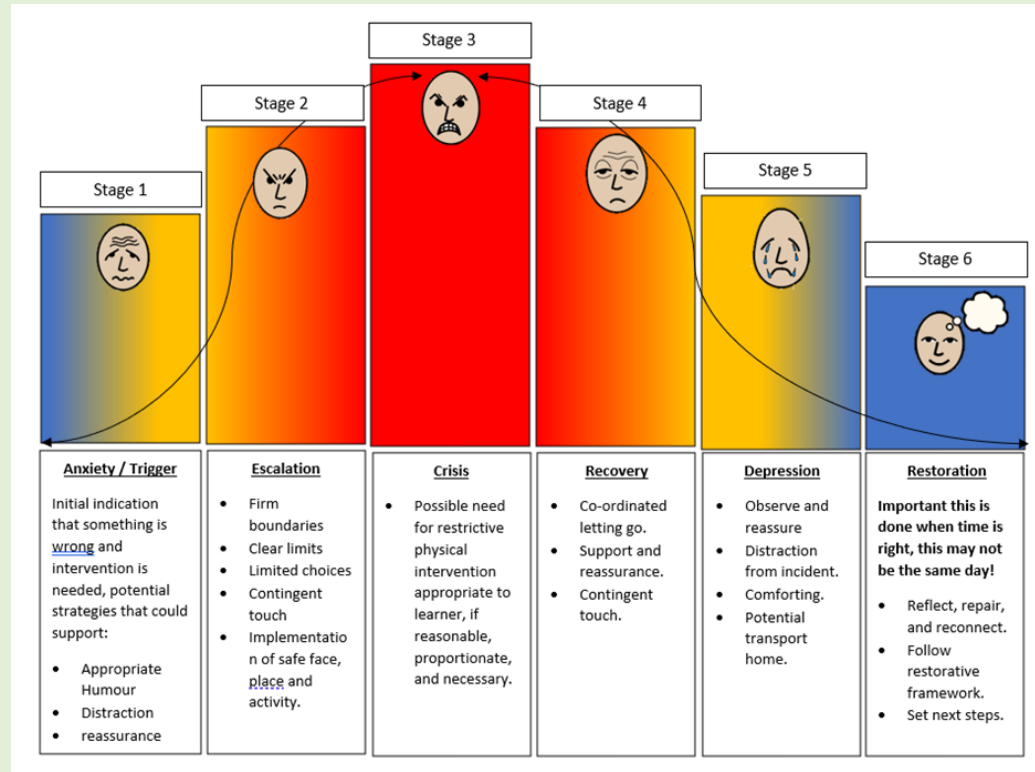
Supported by Health Education England

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## Appendix D

### Emotional Support Guidance and Stages of Crisis

In the event a physical intervention is required to support the learner whilst they are in an emotionally heightened state, this section of the plan will outline what strategies work most effectively when working through the stages highlighted in the stages of crisis outlined in the model below:



### **Stage 1: Anxiety / Trigger**

In this stage – the learner is at the beginning of the stages of crisis and is displaying low level behaviours to suggest that something has happened that has caused them to go into a state of anxiety, reasons for this are highlighted at the beginning of this document. This stage where possible should be dealt with by members of staff within the classroom.

### **Stage 2: Escalation**

In this stage – the learner has been unable to calm, and behaviour has further escalated and is now displaying potentially more volatile and aggressive behaviours. Strategies used by staff now much change to reduce the risk of a potential physical handling incident. Potential support strategies **must** include:

1. Calm stance – Staff must remain in control of their emotions and display a calm stance, arms by sides and relaxed. Position yourself strategically to give them a way out towards a safe space.
2. Calm voice – Lower, relaxed tone of voice.
3. Limited vocabulary – key phrases rather than too much information, (I can see your upset, I'm here to help).
4. Firm boundaries and clear limits – Explain simply what they need to do to turn it around, whilst explaining what the next course of action will be if they do not co-operate.
5. Implementation of safe face, safe place, and safe activity individualised to the learner.

### **Positive Handling Plan (to be completed when a physical intervention has taken place)**

### **Stage 3: Crisis**

In this stage the learner has lost control, and it **MAY** be reasonable proportionate and necessary to physically intervene to ensure the learner is able to regain control, and ensure staff and learners are safe. The following physical intervention strategies work most effectively for this learner when in crisis: (Tick appropriate)

#### **One person:**

- Friendly hold
- Single person double elbow
- Half shield

#### **Two people:**

- Single elbow
- Figure of 4
- Double elbow

#### **Seated hold:**

- Single elbow (chairs)

To ensure the physical intervention is for the shortest time possible – the following de-escalation strategies are known to help the learner calm further:

- 1.
- 2.
- 3.

4.

5.

#### **Stage 4: Recovery**

In this stage it has become apparent that the learner is beginning to calm and is regaining control. It is extremely important to continue to support the learner effectively through this stage otherwise they can loop back into crisis. Strategies to support **MUST** include:

1. Co-ordinated letting go – if a physical intervention has taken place, a planned disengagement must take place to safely come out of the intervention. This must be done through the team teach model and be co-ordinated between the staff using the intervention.
2. Take up time – allow the learner time to calm at their own rate. A time limit should not be set on this.
3. Implementation of safe face, safe place and safe activity.

Other strategies that may support include:

1.

2.

3.

4.

5.

#### **Stage 5: Depression**

During this stage the learner has sufficiently calmed but may be in a state of depression and exhaustion due to their emotionally heightened state and the potential impact of a physical intervention. The learner must be supported effectively at this stage to ensure they do not loop back into crisis.

Strategies that **MUST** be used:

1. Monitoring – Learners must be closely monitored to ensure they are not suffering from any form of injury from physical intervention, and to ensure their mental state is okay following their emotionally heightened state.
2. Limited expectations – The learner should not be expected to follow their usual timetable whilst in this stage, alterations should be made to ensure they are safe, this may include potentially going home.

Other strategies may include:

1.

2.

3.

4.

5.

#### **Stage 6: Restoration**

This stage is a vitally important stage for the learner to be able to reflect on what had happened following an incident, to ensure learning takes place and steps are put in place to ensure the likelihood of it happening again is reduced. It is also important to repair any harm that may have occurred during the incident, whether this is physical damage or damage to relationships. The school's restorative framework must be followed at this stage when appropriate for the learner, it may not be on the same day as it depends when the learner is ready. The following questions must be explored with the learner post incident:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think you need to do to make things right?

**These restorative questions can be used in addition to the CBT hot cross bun.**

**Examples of Potential Strategies to be used by staff**

- Distraction – Different distraction techniques to be used to divert the learner’s attention, based on their specific interests, appropriate humour may be used to distract the learner.
- Change of face – Swapping the member of staff supporting the child, through no fault of their own it could be a member of staff who has caused the anxiety, and a change of face could support the learner to calm more effectively.
- Persuasion – Using the relationship you have with the learner to persuade them to make the right choice.
- Take up time – Giving the learner time to take in what has been asked of them, give them an instruction, and then come back to them when they have had time to process the information.
- Reassurance – Supporting the learner to understand that they can turn their behaviour around, and that everything will be okay.
- Option offered – Give the learner an option of something different to do, especially if the work has caused their anxiety, then when calm exploring why it made them anxious.
- Time out offered / directed – Give the learner a way out to get away from a situation – have a safe place to go to enable the learner to calm effectively.
- Appropriate touch – This can be used to both direct the learner using a physical prompt to move in a specific direction, or it may be used as a comforting tool to support the learner whilst they are emotional.
- Praise - Focussing on what they are doing well rather than the negative.
- Verbal reminders and support.
- Choices, limits, consequences – Give the learner a maximum of 3 choices rather than overloading them with information. And simply explain the consequences of what each choice will bring.

**Appendix E**

**ABC Chart**

<b>Learner Name</b>	<b>Day:</b>	<b>Date:</b>	<b>Start of Incident Time</b>	<b>End of Incident Time</b>																																																						
<b>What level is the behaviour?</b> <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	<b>Report Writer (Full name)</b>	<b>Staff involved:</b>	<b>Was a PI form needed and completed?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	<b>ABC #:</b>																																																						
Antecedent: What was the learner doing beforehand.		<b>Have parents alerted school of any incidents leading up to this? (e.g., telephone call).</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  Comments:	<b>Location of Incident:</b>																																																							
			<table border="1"> <tr><td>Classroom Number</td><td></td></tr> <tr><td>Corridor</td><td></td></tr> <tr><td>Multi-purpose Room Number</td><td></td></tr> <tr><td>Hall</td><td></td></tr> <tr><td>Outdoor area</td><td></td></tr> <tr><td>Toilet area</td><td></td></tr> <tr><td>Reception</td><td></td></tr> <tr><td>Other</td><td></td></tr> </table>		Classroom Number		Corridor		Multi-purpose Room Number		Hall		Outdoor area		Toilet area		Reception		Other																																							
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Other																																																										
<b>What do you think was the function of the Behaviour:</b>	<b>Visual Signs/Changes you noticed:</b>	<b>What did you try:</b>	<b>What worked well? Tick and comment</b>																																																							
<table border="1"> <tr><td>Wanted something</td><td><input type="checkbox"/></td></tr> <tr><td>Sensory reasons</td><td><input type="checkbox"/></td></tr> <tr><td>Escaping demand/situation</td><td><input type="checkbox"/></td></tr> <tr><td>Attention</td><td><input type="checkbox"/></td></tr> <tr><td>Hunger</td><td><input type="checkbox"/></td></tr> <tr><td>Discomfort</td><td><input type="checkbox"/></td></tr> </table>	Wanted something	<input type="checkbox"/>	Sensory reasons	<input type="checkbox"/>	Escaping demand/situation	<input type="checkbox"/>	Attention	<input type="checkbox"/>	Hunger	<input type="checkbox"/>	Discomfort	<input type="checkbox"/>	<table border="1"> <tr><td>Avoiding eye contact</td><td><input type="checkbox"/></td></tr> <tr><td>Silence</td><td><input type="checkbox"/></td></tr> <tr><td>Red faced</td><td><input type="checkbox"/></td></tr> <tr><td>Head on table</td><td><input type="checkbox"/></td></tr> <tr><td>Fidgeting</td><td><input type="checkbox"/></td></tr> <tr><td>Upset</td><td><input type="checkbox"/></td></tr> </table>	Avoiding eye contact	<input type="checkbox"/>	Silence	<input type="checkbox"/>	Red faced	<input type="checkbox"/>	Head on table	<input type="checkbox"/>	Fidgeting	<input type="checkbox"/>	Upset	<input type="checkbox"/>	<table border="1"> <tr><td>Visual Support</td><td><input type="checkbox"/></td></tr> <tr><td>Verbal Instruction</td><td><input type="checkbox"/></td></tr> <tr><td>Reminder of Success</td><td><input type="checkbox"/></td></tr> <tr><td>Distraction</td><td><input type="checkbox"/></td></tr> <tr><td>Time</td><td><input type="checkbox"/></td></tr> <tr><td>Planned ignoring</td><td><input type="checkbox"/></td></tr> <tr><td>Sensory break</td><td><input type="checkbox"/></td></tr> <tr><td>Change of staffing</td><td><input type="checkbox"/></td></tr> <tr><td>Offer space out of the classroom, to go for a walk with an adult</td><td><input type="checkbox"/></td></tr> <tr><td>Offer an alternative activity</td><td><input type="checkbox"/></td></tr> <tr><td>Removal of audience</td><td><input type="checkbox"/></td></tr> <tr><td>Reminder of Safe Place</td><td><input type="checkbox"/></td></tr> <tr><td>Reminder of Safe Place</td><td><input type="checkbox"/></td></tr> <tr><td>Physical Intervention</td><td><input type="checkbox"/></td></tr> <tr><td>Other</td><td><input type="checkbox"/></td></tr> </table>	Visual Support	<input type="checkbox"/>	Verbal Instruction	<input type="checkbox"/>	Reminder of Success	<input type="checkbox"/>	Distraction	<input type="checkbox"/>	Time	<input type="checkbox"/>	Planned ignoring	<input type="checkbox"/>	Sensory break	<input type="checkbox"/>	Change of staffing	<input type="checkbox"/>	Offer space out of the classroom, to go for a walk with an adult	<input type="checkbox"/>	Offer an alternative activity	<input type="checkbox"/>	Removal of audience	<input type="checkbox"/>	Reminder of Safe Place	<input type="checkbox"/>	Reminder of Safe Place	<input type="checkbox"/>	Physical Intervention	<input type="checkbox"/>	Other	<input type="checkbox"/>		
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Physical Intervention	<input type="checkbox"/>																																																									
Other	<input type="checkbox"/>																																																									
Other (Comment)	Other (Comment)																																																									

**Behaviour**

Describe what you saw below, use the correct chronological order

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**Consequences:**

What happened directly after the Behaviour? What was a consequence of the behaviour?

	<b>Consequences</b>	<b>Tick and Comment</b>		
	Change in seating arrangement	<input type="checkbox"/>		
	Loss of reward points	<input type="checkbox"/>		
	Loss of break/golden time	<input type="checkbox"/>		
	Catch up on work	<input type="checkbox"/>		
	Other	<input type="checkbox"/>		
<b>Have you informed the parent:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Discussion with parent:</b>	<b>Teacher signature</b>	<b>SLT Comment:</b>	<b>SLT Signature</b>
				<b>Date:</b>

## Appendix F

### Physical Intervention Record

**PI Number:**

<b>Name of Learner:</b>			
<b>Your Name:</b>			
<b>Date:</b>		<b>Day:</b>	<b>Time</b>
<b>Staff Members Involved:</b>			
<b>Location of Incident</b>			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Outdoor Area	<input type="checkbox"/> Hall	<input type="checkbox"/> Corridor
<input type="checkbox"/> Reception	<input type="checkbox"/> Multi-Purpose Room	<input type="checkbox"/> Toilets	<input type="checkbox"/> My Space
<input type="checkbox"/> Other Location – Please specify			
<b>Why was it necessary to restrain?</b>			
<input type="checkbox"/> Harm to Self	<input type="checkbox"/> Harm to Others	<input type="checkbox"/> Damage to property	
<input type="checkbox"/> Other – Please specify			
<b>Was any verbal reasoning / de-escalation used prior to the need to restrain?</b>			
<input type="checkbox"/> Yes		<input type="checkbox"/> No	
Advice & Support <input type="checkbox"/>	No Distraction <input type="checkbox"/>	Time out offered <input type="checkbox"/>	
Reassurance <input type="checkbox"/>	Basic needs check <input type="checkbox"/>	Personal space <input type="checkbox"/>	
Calming <input type="checkbox"/>	Stepping away <input type="checkbox"/>	non-thinking body language <input type="checkbox"/>	
Humour <input type="checkbox"/>	Change of face <input type="checkbox"/>	Redirection <input type="checkbox"/>	
Reminded of Rewards <input type="checkbox"/>	Other (Please specify)		
<b>Did you rate the risk posed by the person restrained as:</b>			
<input type="checkbox"/> Low		<input type="checkbox"/> Medium	<input type="checkbox"/> High
<b>How would you rate the amount of force applied by you:</b>			
<input type="checkbox"/> Low		<input type="checkbox"/> Medium	<input type="checkbox"/> High
<b>Which technique/s position of restraint did you use?</b>			
<b><u>Technique</u></b>	<b><u>Duration</u></b>	<b><u>Technique</u></b>	<b><u>Duration</u></b>
Single elbow <input type="checkbox"/>		Leg Support <input type="checkbox"/>	
Figure of 4 <input type="checkbox"/>		Seated Position <input type="checkbox"/>	
Double Elbow <input type="checkbox"/>		Standing Position <input type="checkbox"/>	

**Post Incident Support**

<input type="checkbox"/> Quiet Time	<input type="checkbox"/> Praised for appropriate actions/on task behaviour	<input type="checkbox"/> Other	<input type="checkbox"/> Learner views recorded via debrief sheet
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<b>Parents Informed</b>	By Telephone <input type="checkbox"/>	Home visit <input type="checkbox"/>	Letter/Email <input type="checkbox"/>
-------------------------	---------------------------------------	-------------------------------------	---------------------------------------

**Please list any injuries to you**

**Please list any injuries to the learner**

**Child offered medical attention**

Yes  No   
Please explain \_\_\_\_\_

**Damage to property**

Yes  No   
Please explain \_\_\_\_\_

**Your statement – what occurred in your own words**

Your statement must set out what happened; give details of your part in the use of force, any holds you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident.

The use of force must only be used when it is: <ul style="list-style-type: none"><li>Reasonable in the circumstance, meaning:</li><li>You believed that it was absolutely necessary and</li><li>Proportionate to the seriousness of the situation</li></ul>	<b>When restraint was used, please tick your primary role:</b> <input type="checkbox"/> Right arm      initials: <input type="checkbox"/> Left arm      initials: <input type="checkbox"/> Supervising      initials:
---	--

Please provide as much detail as possible below, including:

*Before the incident (i.e., what lead to the incident, any de-escalation techniques used), during the incident (i.e., what types of force were employed, duration of the restraint and why it was necessary), and after the incident (i.e., where learner was relocated to, and any injuries sustained). You may want to include how you were feeling during the restraint.*

<b>Senior Leadership Team</b>
Has CCTV been reviewed? <input type="checkbox"/> Yes <input type="checkbox"/> No, explain why.
SLT Comment/Actions:
SLT Signature
Date

Appendix G

Post Physical Intervention De-Brief Sheet

Learner Name	Date	Day	Supported by:
--------------	------	-----	---------------

Learner Self-reflection form

How were you feeling before or at the time of your physical intervention? (Circle the face)

(Use the below space to write your feelings).



How are you feeling now?



What could we do next time, so that we do not have to use a Physical Intervention? This must be reasonable and appropriate.

- Sensory Toy       Time out       Quiet time       Walking Time       Other

**NOTE:** if a learner would like to say how they felt, or are unable to write themselves, a member of staff can transcribe in the space above please remember to add quotation marks, a learner may wish to draw their reflection and explain to an adult who will transcribe.

Learner Signature:	
Date:	