



# Springfield School

## Positive Behaviour and Physical Intervention Policy

### Section 1 – Behaviour Management

#### Statement

The aim of this policy is to promote positive behaviour from all members of the Springfield community. All stakeholders at Springfield are working within the same whole School aims and values. The policy is to ensure clarity and consistency in how we support young people and achieve appropriate behaviour so that we all work in a safe environment that promotes learning. A positive approach, attitude, communication and behaviour is expected and encouraged at all times from all members of the school community.

We recognise that all behaviour is a form of communication and that all behaviours of concern have a function. Behaviour can be influenced by a variety of factors including:

- The way that pupils and adults behave depends on the way they feel about themselves
- The way pupils and adults feel about themselves depends on the way in which those around them respond to their behaviour

We have found that:

- Positive approaches to behaviour management, through positive recognition and reward systems, coupled with clear and consistent systems and procedures for dealing with more challenging behaviour is most effective

We acknowledge that the specific learning difficulties of individuals will have an impact on their behaviour. Many of our pupils experience difficulties with communication, and for some physical behaviour can be another way of communicating. This Behaviour Policy is part of a range of policies that contribute towards developing appropriate and effective communication.

At Springfield, we want to see happy and confident children and young people, who are respectful towards others and people they meet, have a positive self-image and attitude towards learning and the wider environment. This would be demonstrated by politeness, calmness, good communication, tolerance, concern for others and the ability to adapt to a range of situations and environments.

Pupils are encouraged to take responsibility for their own behaviour and awareness of its impact on others. Pupils may display behaviours of concern, but they are not always deliberate or malicious. We have a duty to support pupils to develop an awareness of their own behavior and how this impacts on their own quality of life and on the quality of life of those around them. This should be in a positive and supportive framework that shows them alternatives and encourage them to learn more appropriate ways to behave. Our teaching and practising of communication skills are key to supporting pupil's behaviour.

Everyone has a responsibility in supporting positive behaviour across the school. Staff model appropriate behaviour towards pupils, staff and visitors. Class meetings and staff meetings are opportunities to share knowledge and experience, in order to reach a common understanding, particularly regarding some pupils who require greater support. Visiting professionals have their own standards and policies to which they have to adhere. There is an expectation that they will also take note of Springfield's Aims and Values, and the emphasis on positive interactions in school. Work experience pupils and students are interviewed prior to placements commencing and our expectations are explained to them. The behaviour policy informs induction for new staff and volunteers.

### **Corporal Punishment**

It is **ILLEGAL** to use any form of corporal punishment in schools. It is a criminal offence to use physical force, or to threaten to use force, unless the circumstances give rise to a 'lawful excuse' or justification for the use of force (see section on Physical Intervention).

**The use of corporal punishment will not be tolerated by anyone at any time.**

It is the responsibility of the class teacher to ensure that all adults working with the pupils are aware of this.

### **Aims**

- To manage pupils' behaviours of concern constructively, positively and consistently while respecting their rights to express emotion and make personal choices.
- To encourage the pupils where possible to understand and manage their own behaviour.
- To enable pupils to develop positive behaviours which allow them to learn.
- To develop appropriate, acceptable behaviours in different environments.
- To show a caring attitude towards peers and adults.
- To respect the privacy and possessions of others.
- To involve parents, professionals and others in ensuring consistent approaches to managing behaviour.
- To give staff the confidence that they are managing pupils' behaviour in an acceptable and consistent manner – through appropriate training and support.
- To identify behaviours of concern, analyse their function and listen to what the pupil is communicating through their Behaviour. Incorporate this information into a Positive Behaviour Support Plan [PBSP] to be shared with the young person and those people supporting them in order to improve their quality of life.
- To respect and be supportive of Positive Behaviour Support Plans within their own and other classes.

## **Guiding Principles Managing Pupil Behaviour**

- The behaviour of some pupils may not necessarily respond to interventions although varied strategies will continue to be used as outlined in their PBSP.
- Pupils who feel valued and have their successes recognised tend to behave more appropriately.
- Pupils who feel they are undervalued and unable to achieve success are more likely to express their feelings through behaviours of concern.
- When pupils are treated inconsistently, they become confused and often are unable to distinguish between appropriate and inappropriate behaviour.
- Pupils learn quickly that if they behave in a certain way they will be treated in a certain way.
- If the ethos of the classroom and the school is positive then there will already be an atmosphere of mutual respect in which pupils behave more appropriately, and teaching and learning will lead to achievement.

**The key to the above guiding principles is the continuing enhancement of self-esteem during the teaching and learning process**

## **Involving Parents / carers**

- Parents / carers will be positively involved in all aspects of their children's behaviour in school.
- Parents / carers will be encouraged to work in partnership with the school to encourage and promote positive behaviour.
- Home/ school partnership is an integral part of all pupils learning
- Where appropriate, and with parental consent, PBSPs will be shared with Respite carers, After School Clubs and Short Break providers.

## **Support for staff**

- Every member of staff will be involved in actively supporting their colleagues through regular class meetings, and where necessary the Positive Behaviour Support Learning and Teaching Team [LTT] will facilitate meetings, which will focus on the behaviour of individual pupils.
- The school acknowledges that the behaviour of some pupils has a detrimental effect on staff's levels of stress. The school will make a conscious effort to share the skills and expertise of the whole school community to overcome this difficulty.
- The Positive Behaviour Support LTT will provide support for staff in the writing and implementation of Positive Behaviour Support Plans or PBSPs where requested. The School's Training Co-Ordinator will arrange Physical Intervention Training (P.R.I.C.E - Protecting Rights in a Care Environment) where appropriate. There will be opportunities to refresh and develop skills and strategies for the defusion and de-escalation of incidents of behaviours that challenge.

## **Equality of Educational Opportunity**

- Equality of educational opportunity will be ensured for all pupils as far as is practicable who require alternative arrangements because of their behaviour.
- Sometimes it is necessary to exclude pupils from lessons or school and this has serious implications for their entitlement to the curriculum.
- Schools also need to be aware of gender differences and, where appropriate cultural and ethnic differences, all of which have implications for equality of educational opportunity.

## **Strategies to encourage Positive Pupil Behaviour**

### **1. To promote positive pupil behaviour all staff should:**

- Be prepared for the day taking into account their own attire and environment
- Welcome pupils on arrival
- Treat pupils with dignity and respect
- Take account of differentiation
- Start and end each day positively
- Inform pupils about time table and daily routine (including any changes/visitors)
- Record, monitor and evaluate all learning objectives
- Develop classroom management strategies
- Be consistent in expectations and approach
- Be proactive NOT reactive
- Develop an appropriate sex education programme which is prepared in conjunction with parents

### **2. Be aware of the need to:**

- Show confidence in pupils
- Be positive
- Encourage interaction between pupils
- Give clear simple instructions
- Be a good role model
- Look for, encourage and reward positives
- Look at whole pupil, not just behaviour
- Use humour
- Show affection
- Be assertive – not aggressive
- Be fair
- Be imaginative and creative
- Be calm and aware that your feelings may affect all situations
- Use your own voice, body language and facial expression with care
- Problem solve as a team

### **3. Remember:**

- To pay attention to classroom layout and equipment
- To consider pupil grouping
- To take into account classroom mood
- To be flexible
- To organise appropriate and meaningful activities
- To take into account outside distractions
- That pupils behaviour may be affected by situations outside school
- That all staff are part of a team and can ask for help
- To be consistent and support each other

## Section 2 – Physical Intervention

### Statement

Our school has a duty to safeguard and promote the welfare of its pupils. All forms of physical contact, not just restraining contact, must be justifiable as reasonable and necessary in the interests of:

- a) the child's learning and development
- b) the child's well being
- c) the wellbeing of others

Any form of physical contact should be conscious, self aware, reasonable and justifiable. Therefore, in exercising restraint, only such force as is necessary and reasonable in the circumstance may be used.

The scale and nature of any Physical Intervention must be proportionate to both the behaviour and the individual to be controlled and the nature of harm they may cause.

Springfield School will follow the guidance set out in the joint publication by the DfES and the Department of Health – 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' and Use of Reasonable Force advice for head teachers, staff and governing bodies.

Springfield School will use a Physical Intervention method accredited by BILD (British Institute of Learning Disabilities) namely P.R.I.C.E and will have a qualified instructor in the above to train and support staff.

The use of Physical Intervention is considered as a last resort to manage behaviours that challenge and should form part of a structured Positive Behaviour Support Plan. At no time should any Mechanical form of restraint be used (e.g. ties or straps) unless they are an integral part of equipment designed for the individual. The use of Environmental restraint such as coded doors and high handles are used in school in order to keep pupils safe and have been risk assessed.

As a school we recognise that it is important to distinguish between:

- Planned intervention, as outlined in a pupil's PBSP in which staff employ, where necessary, pre-arranged strategies and methods which are based upon a risk assessment, and recorded appropriately.
- Emergency or unplanned use of restrictive physical intervention which occurs in response to unforeseen events

When an emergency situation occurs and Restrictive Physical Intervention is required to maintain the safety of a pupil, staff will use the completed Incident Record form to plan strategies to deal with the situation should it arise again.

Planned Physical Intervention will **only** be used when it is required to prevent:

- Self-harming
- Injury to other pupils or staff
- Damage to property
- An offence being committed
- In the school setting, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

*(DfES/Department of Health – 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders')*

### **Aims**

- For all staff and pupils to feel secure and safe in the school environment
- For all staff to be aware of the Guidance published by the DfES and the Department of Health
- For all staff to approach incidents of behaviours that challenge where Restrictive Physical Intervention may be necessary, in a positive manner and try to diffuse/prevent behaviours before the need for Restrictive Physical Intervention arises.
- For staff to be trained and supported in the use of Restrictive Physical Intervention through the use of P.R.I.C.E Techniques
- For all staff to assess the risks and record these risks on a pupil's PBSP, that is associated with restrictive Physical Intervention
- For all staff to use the Incident Record Forms
- For all staff to be calm, confident and objective when dealing with incidents which may require Restrictive Physical Intervention
- To only ever use the least restrictive Physical Intervention necessary in the best interests of the pupil.
- For the management of behaviour to be so effective that behavioural incidents do not regularly interfere with the learning and teaching of other pupils

### **Definitions of Terminology**

It is important for all staff to realise, and use on Positive Behaviour Support Plans, the distinctions between:

- *Seclusion* – where a pupil is forced to spend time alone in a room against their will (requires a statutory order other than in an emergency)
- *Time out* – which involves removal from a rewarding environment as part of a planned behavioural programme
- *Withdrawal* – which involves removing the pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities (this may involve the use of reasonable force)

**Any pupil removed from a classroom for any reason must be continuously observed**

## **Recording Incidents**

It is important to record incidents of behaviours that challenge in order to monitor the success of Positive Behaviour Support Plans.

School staff are required to complete an Incident Record Form when any part of the PBSP is followed or when incidents occur as agreed and defined on the PBSP.

Recording will be used for a number of purposes:

- compliance with statutory requirements
- monitoring of pupils welfare
- functional analysis of behaviour.
- identifying training needs or outcomes
- monitoring the appropriateness of staffing levels
- updating medical records
- the planning of future pupil placement and class organisation
- monitoring the success of an individual's Positive Behaviour Support Plans

## **School Forms**

All school forms should be filled in as clearly and succinctly as possible – so that staff and visitors to the class can follow them.

### Positive Behaviour Support Plan [appendix 1]

This form is for all pupils who can display behaviours that challenge and is also the form to use if Physical Intervention is likely to be required.

This form incorporates

- A list of contributors to the plan
- Line manager's signature
- Personal profile including likes and dislikes
- A description of the pupil's average day
- Behaviour IEP Targets and any links to EHCP
- Primary prevention strategies
- Communication Passport
- Description of Behaviours
- Triggers and function of behaviours that challenge
- Strategies to address the function of the behaviour
- Physical assistance that may be required
- Risk assessment associated with behaviours that challenge and the restrictive physical intervention that may be necessary.
- Review

An example Positive Behaviour Support form is included as part of the appendix

This form should be completed after or alongside discussion with parents /carers at Termly Review meetings, and should be signed by them class staff and class line managers. It is useful if parents / carers have a copy in order to encourage and facilitate consistent approaches at home and school.

In the 'strategies' section on the form it is important to note how you will reward positive behaviours as well as strategies for ignoring / sanctioning negative behaviours. There should also

be a detailed description on what 'Post Incident' support will be given to the pupil concerned, and how they will have input into recording the incident (where appropriate).

### **Incident Record Form**

DfES guidance states that these must be in a bound book with numbered pages. The form must be completed after incidents of behaviours that challenge involving Restrictive Physical Intervention within 24-hours of the incident. Restrictive Physical intervention includes any physical technique that restricts or controls a person's movement. It does not include breakaway techniques or wipe-aways. All techniques used should be included in the pupils PBSP.

Behaviour calenders must be kept by class staff for all pupils with a PBSP. ABC sheets must be used to support functional analysis of pupil's behaviour.

Copies should be made available to line managers and the Positive Behaviour Support Learning and Teaching Team on request. These will be used to monitor the number of incidents for individual pupils, and the success of the Positive Behaviour Support Plan.

New books are kept in the Administrative area on each site

Guidance on completing School and LA on-line forms - Appendix 2

### **Approval, Collation and Monitoring of Incident Forms –**

Line Managers and the Positive Behaviour Support Team will regularly monitor incidents for individual pupils and classes to clarify:-

- where further support may be required
- successful intervention strategies
- the amount of incidents and levels of challenging behaviour

An overview of behaviours causing concern and the success of PBSP will be given to Governors on an annual basis.

### **Links to other policies:**

- Vision, Values and Aims
- Anti Bullying Policy
- Learning and Teaching Policy



**SPRINGFIELD SCHOOL  
POSITIVE BEHAVIOUR SUPPORT PLAN**



**Name:** \_\_\_\_\_ **DOB -** \_\_\_\_\_ **Date of first PBSP:** \_\_\_\_\_ **Date of current PBSP (Review Annually):** September 2017

**Contributors to the plan (names & signatures) (SALT and OT?):**


**Agreed and Signed by Line manager:** .....

<b>Personal Profile</b> (include any medical conditions that could impact on the use of specific Physical Interventions – Asthma / nasal gastric tubes / touch sensitivity etc) PLUS any other planning to support this plan – e.g. Sensory Diet)	<b>Likes</b>	<b>Dislikes</b>
<b>Term 1 Outline of an Average Day</b>	<b>Term 1 IEP Targets</b>	<b>Primary prevention strategies in place to support this pupil on an Average Day</b>
<b>Term 2 Outline of an Average day</b>	<b>Term 2 IEP Targets</b>	
<b>Term 3 Outline of an Average day</b>	<b>Term 3 IEP Targets</b>	

## Communication passport

When I say / do	What I mean is	What I need from you

Behaviour Displayed (please describe, including any sensory seeking behaviours)	What risks do these behaviours pose and to whom? Level of Risk H/M/L (Risk to self / others / environment / imminent threat of danger or violence)	Known Triggers / Functions and situations- (including frequency of the behaviour seen)	Strategies to address function of behaviour (include measures taken to reduce risks)	Physical Assistance Required (include positive touch support and named PRICE Techniques where necessary. State outcome being sought through PI & RPI)	Residual risk H/M/L Are further measures needed to reduce the risks?	Outcome and Date of review I = Increased, O=Ongoing R=Reduced E= Extinguished -if behaviour is not observed for 6 wk period e.g. R-3.10.13 E-5.12.13 O-20.1.14

### Revisions to Positive Behaviour Support Plans

- These are planned into the Termly Review and Annual Review Cycle.
- Make sure all PBSP have the column attached at the end to be able to review.
- Please do not worry about adding too much information.
- Not all young people's behaviours will be extinguished!
- Some will also return – important when a behaviour is marked as 'extinguished' that it stays on the plan, in case we start to see it again in the future.
- Code of a letter and date is enough info.
- If changes are made, just note what colour text they are in, at what time.

## Appendix 2 – Guidelines for completing Incident Forms

Each class must have a class Springfield Incident / Accident Book. This is to be completed for all pupils and adults for any accidents such as trips and falls and for one off behaviour incidents.

Each pupil who has a Positive Behaviour Support Plan must have their own Springfield Incident Book and the calendar for the term.

When completing any Incident / Accident Form, please remember –

- To be objective
- To give enough information for someone else to understand
- To complete all sections
- You must not tear any pages out of a book, if mistakes are made then cross out the form and start a new one
- If other pupils are involved in an incident you must not use their name or initials but must state 'another pupil'
- Do not use staff initials, surnames are required on the full incident books.

**All incidents / accidents must be recorded** and the forms will be approved by your class line manager.

- All Local Authority [LA] forms are completed on-line by someone from Admin. Staff to complete the paper copies and hand these to the class line manager to approve and pass onto Admin.
- If a LA Accident Form is required then this can be started but must not be submitted until 24 hours afterwards.

**It is essential that we have a record of all incidents / accidents so that a true picture is given of behaviour and Health and Safety within the School.**

The LA monitors the online incident forms and is able to offer support if required where there is a high level of incidents.

### **Incident / Accident Forms**

- These are monitored by line managers as they are signed.
- The Facilities Manager will monitor the occurrence of accidents twice a year and report to Governors accordingly.

## **Guidelines for Local Authority Forms -**

### **Incident / accident form [old AR1]**

Use for unplanned, unexpected events arising out of or, in connection with work affecting employees, members of the public, contractors, clients, visitors, volunteers, pupils/ students e.g. a slip, trip or fall at work, an injury requiring first-aid at work, a broken bone, eye injury, etc.

**Do not use this form for reporting incidents involving physical / and or verbal abuse - 'with' or 'without' injury - there are separate forms for this.**

### **PVA - Physical and / or verbal abuse (no injury) employee only**

Physical and / or verbal abuse (no injury) is defined as an incident **that does not** result in physical injury i.e. anti-social behaviour, damage to property, physical abuse such as spitting, racial abuse, threatened physical abuse, sexual harassment etc.

**NB** In cases where a work colleague has abused you and you wish to report the incident - please refer to your line manager in the first instance and when necessary they will contact Human Resources at the LA.

### **PVA - Physical and / or verbal abuse (with injury) employee only**

Physical and / or verbal Abuse with injury is defined as an incident **that does** result in physical injury e.g. punch, kick, blow, bite, cut, etc.

**Physical and Verbal Abuse Forms [PVA] are only completed for adults – if a pupil is injured then a Springfield Incident Form should be completed and an AR1 form if necessary.**

Physical and Verbal Abuse is subjective and it can be difficult to insist that staff complete a PVA form. The priority for the School is to monitor incidents, physical intervention used and provide support where required. However, the LA do not receive this information so do not get a true picture of incidents across the School.

The Governors at Springfield strongly urge staff to complete a PVA with injury form if there is any injury resulting from a behaviour incident with a pupil.

It is up to individual staff whether they complete a PVA without injury form for other behaviour incidents. There may be occasions when a class line manager requests that a PVA without injury form is completed, if they think this required, having looked at the School incident forms.