



## Behaviour Management Policy

This policy should be read in conjunction with the 'Governor Principles of Behaviour' document.

	Date	Signature
Review	Nov 2017	SLT
Review	Nov 2020	SLT
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Review	Nov. 2026	
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## **Behaviour Management Policy**

[Including Guidance on the use of Restrictive Physical Intervention]

### **Introduction**

All staff will work together with parents and carers to achieve a cohesive approach to attitudes and responses for all pupil behaviour and achievements.

### **Legislative Framework: -**

The following policy is in line with the D of E's policy on 'Physical Restraint in Schools', use of Reasonable Force in Schools Guidance for Headteacher's 2013 – Department for Education and the Education and Inspections Act 2006. This policy is also consistent with Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children (Home Office, Department of Health, Department for Education and Employment 2019) and Keeping Children Safe in (Education Department for Education 2020)

### **Policy Statement: -**

Everyone working with the pupils at Langside School will work together to provide an ethos and environment which will emphasise positive reinforcement and a celebration of acceptable behaviours.

#### **Strategies for carrying out the policy are:**

- to take into consideration that a pupil's special needs may have a significant effect on any manifested behaviours.
- to have regular meetings and staff discussions to achieve an on-going pattern of positive and effective behaviour management.
- to distinguish between negative behaviours, that may be attention seeking, and unintentional negative behaviours. Depending on the nature of the behaviour, the former can generally be given a 'minimal reaction'.
- that anyone working directly with a pupil should have a sound knowledge of a pupil's motivational interests, medical history and family background.
- to emphasise pupil's positive behaviours, through a negation of the negative behaviours.
- to emphasise a pupil's potential to achieve, not just their potential for disruption.
- to ensure that a pupil's needs are at the centre of any agreed behaviour management plan (if needed), and that this is shared with all adults who may interact with this pupil, specifically including parents and carers.
- to ensure that realistic goals and boundaries are set for the individual pupil.
- to keep parents, carers and all members of staff fully updated at all times, with regard to behaviour strategies.

## **Sanctions: -**

Where staff are concerned that unacceptable behaviours have resulted in a crossing of boundaries, it may be necessary to invoke some form of sanction. When the use of sanctions occur, it is imperative that they are – and must be seen as – appropriate and fair. The greatest effort possible must be made to ensure that any ‘reasoned sanctions’ can be understood by the pupil(s) involved.

To support the consistent and effective implementation of sanctions, parents and staff must be involved in developing a behaviour action plan APPENDIX 2. All staff must be aware of this behaviour action plan and support it consistently from within the context of our Positive Behaviour Management Policy.

## **Sanctions That Are Unacceptable: -**

1. The deprivation of food or drink. Equally pupils must not be forced to ingest anything which they may find unpleasant, except on medical advice and / or with parental consent.
2. Any physical gesture that may be deemed threatening or intimidating.
3. Any action likely to cause physical damage to a child – e.g. placing pressure against joints or on the neck, abdomen, chest or groin, or any restriction of airway.
4. Forcing a child to the floor, or / and holding them down.
5. The restriction of communication through the purposeful and negative removal of communication aids.
6. The withholding of medicine.
7. Leaving a pupil out of sight or unattended (observation from a concealed area is acceptable in the short term, as long as this positive management does not cause distress).
8. The deprivation of rest.

Some forms of non-restrictive physical interventions may be acceptable but these must only be used following advice and consultation with all the relevant individuals, including parents or staff: these ‘planned interventions’ will be outlined in a pupil’s Behaviour Action Plan. Any physical intervention must be recorded.

Examples of non-restrictive physical interventions may be:

- The use of protective clothing to prevent injury to an individual.
- The removal of the causes of distress, e.g. – adjusting temperature, light or background noise
- The use of straps and splints recommended by the therapists as part of a planned programme of positive therapy provision.

Examples of physical restraint:

- Using force to restrict a pupil’s movement against their will.
- Using physical barriers to restrict the movement of pupils.
- Containing a pupil in a confined space.

*NB For the majority of pupils at Langside School these last three options may appear incongruous, as they may be physically unable to control their gross movements. The main consideration here is that if pupils are being contained against their will, this would thereby constitute physical restraint.*

Physical restraint may only be used as an option to:

- Prevent self-harming behaviours.
- Prevent behaviour that may cause an injury to other pupils or adults.
- Prevent behaviour that causes damage to property.

- Follow through an agreed and recorded positive behaviour action plan.

The likelihood of having to restrict a pupil's physical movement because they are causing damage to property or others is slight. In such cases it will be safer and preferable to physically remove the property from the reach of the child, or visa versa.

Any recourse to physical restraint may only be considered as part of an agreed and consistently implemented behaviour action plan (except in emergency situations, (see later in policy)). Such a plan would involve a full risk assessment, multi-agency liaison, and would adopt some or all of the following procedures:

**Behaviour Modification Plans: -**

The following hierarchy could form part of a behaviour action plan

- 1 The Use of ABC (Antecedents, Behaviour, Consequences) to try and help identify the 'why?', 'when?' and 'what happens?', with regard to specific behaviours.

When unacceptable behaviour continues despite every effort to moderate that behaviour, charts logging the antecedents and behaviours should be kept. This could help to determine the triggers and causes of the behaviours and then assist in the planning of suitable strategies for modifying those behaviours.

- 2 Removal of Privileges: e.g. – use of leisure facilities, participation in favourite, non-educational activities...

This should be a fair and temporary situation, due to the fact the privilege removal should motivate a behaviour modification. At these times it is essential that the pupil fully understands the reasons for the removal of the privilege, and that positive behaviour will generate rewards.

- 3 Withdrawal ('time out' from the situation)

Pupils are given the opportunity to "think about their behaviour", and how they may positively change this. At this time positive alternatives can be explained to them away from the distraction of an audience. Withdrawals can't happen indefinitely, and should be part of a behaviour action plan.

- 5 Seclusion (removal from the peer group).

In cases where the safety or well-being of other pupils and staff are involved, the pupil will be asked to move to a designated area until the behaviour subsides. If this action needs to be taken regularly (more than once a week), than it will be need to be written as a strategy in a behaviour action plan.

- 6 Referral to the Principal or Deputy Headteacher.

Whilst all staff take individual responsibility for maintaining and ensuring positive behaviour management, the referral of a pupil to the Principal or Deputy Headteacher can take place if the teacher feels that this could be an effective deterrent and / or negative consequence for a pupil.

- 7 Referral to Other Agencies.

If individual staff, in consultation with the Principal, feel that they need external advice on how to positively manage a pupil's specific behaviour, then referrals can be made to other professionals, e.g., Consultant Paediatrician and / or an Educational Psychologist. Asking for outside advice is never viewed as a 'failure'.

## 8 Exclusion.

If all other sanctions/approaches fail, a pupil may be excluded, however no pupil has ever been excluded from Langside School.

All behaviour action plans will be subject to regular review by all those involved in their implementation (including parents or carers), at a time specified in the plan (not less than termly).

The need to physically restrain any pupil could occur in emergency situations, i.e. crossing a road or as result of sudden unexpected behaviour. Whenever physical restraint is used, staff should follow procedures agreed in the behaviour action plan, wherever possible, and after a full risk assessment. In emergency cases staff will always ensure a duty of care at all times, and must respond in a manner proportionate and appropriate to the situation. Staff should use the minimum force possible and always be mindful of our prime concern in these times: to prevent injury and maintain safety.

### Medical/Hygiene Interventions -

It may be necessary to hold a pupil's hand/arm to prevent them interfering with the administering of medicines or to provide hygiene eg. Teeth cleaning. Where this arises the following guidelines will apply.

- 2 professionally qualified members of staff must agree that the holding is necessary (where they cannot agree, the matter will be taken to the Senior Leadership Team)
- The absolute minimum of holding should be permitted
- If the pupil exhibits continued distress, the matter will be taken to the Senior Leadership Team.

### WHAT IS REASONABLE FORCE?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as where a student needs to be restrained to prevent violence or injury.

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

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.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances.

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.

*Who can use reasonable force?* All members of school staff have a legal power to use reasonable force.

Section 93, Education and Inspections Act 2006. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

*When can reasonable force be used?* Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

### WHO CAN INTERVENE?

In line with DfE guidance on physical intervention all staff at Langside School are authorised, within the content of this Policy and the legal position indicated above, to use reasonable force in the interests of pupil safety and wellbeing.

## **COMPLAINTS**

Incidents involving the use of force can cause the parents of the pupil involved great concern. It is a statutory requirement to inform parents of an incident involving their child, and give them an opportunity to discuss it.

- a) Involving parents when an incident occurs with their child, plus a clear policy about physical contact with students that staff adhere to, should help avoid complaints from parents.
- b) The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances, it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. In that event, however, the panel, or court, would have regard to the provisions of Section 550A. It would also be likely to take account of the school's policy on restraint, whether that had been followed, and the need to prevent injury, damage, or disruption, in considering all the circumstances of the case.

## **Parent Involvement**

Positive relationships with parents and carers are essential for the school to be successful. Parents and carers are encouraged to develop a shared approach and to become involved in the implementation of Behaviour Management Plans. Links with parents take the form of:

- Communications regularly through the home/school communication book, use of telephone email
- Letters home with information
- Following up the concerns of parents
- Support for extra curricular events
- Direct communication through individual meetings
- Annual reviews and reports

## **PHYSICAL CONTACT WITH STUDENTS IN OTHER CIRCUMSTANCES**

- a) There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 93 of the Education and Inspectors Act 2006 and the Children's Homes Regulations 2001. Some physical contact may be necessary to demonstrate exercises or techniques during lessons, or if a member of staff has to give First Aid. Pupils may need staff to provide physical prompts or help, including touch cues which form part of a total communication environment. Touching may also be appropriate where a pupil is in distress and needs comforting. Staff will use their own professional judgement when they feel a pupil needs this kind of support.
- b) There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or because of the nature of their learning difficulties. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence, and staff should also bear in mind that even innocent and well intentioned physical contact can sometimes be misconstrued.

## **Recording of Incidents: -**

Incidents of behaviour should be recorded as part of the continual class recordings in Nourish. In the case of extreme behaviours or repetitive behaviours a 'Behaviour Action Plan' should be part of the pupil's care plan and significant incidents should be recorded using **APPENDIX 1** and uploaded onto Nourish. If such incidents occur twice, there will automatically be a behaviour management meeting. Any injuries caused by or to any individual whilst involved in an active restraint should be reported to the principal and recorded in the accident book immediately. Authorities will be notified whenever appropriate.

## **Monitoring:-**

1. The monitoring of the effectiveness of this policy will be through the incidents file, behaviour action plans, policies for individual pupils and the accident book.

2. The incidents file and accident book will be available for inspection in the headteachers office.
3. Behaviour management policies will be subject to regular review at a time designated in the policy.
4. Parents will have access to all documents relating to their child's behavioural issues.

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***We strive to find the positive and celebrate it's success.***

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**APPENDIX 1**

**Recording Of Incidents**

[with reference to extreme or repetitive negative behaviours]

Name of Pupil : \_\_\_\_\_

Class : \_\_\_\_\_

Time of Incident : \_\_\_\_\_

Where did the incident occur? : \_\_\_\_\_

Which other pupils were present? : \_\_\_\_\_

\_\_\_\_\_

Which other adults were present? : \_\_\_\_\_

\_\_\_\_\_

Were any injuries caused?      yes / no

If yes have the injuries been recorded in the accident book?      yes / no

Please describe the incident as clearly as you can (you may add a sheet if necessary) :

Please describe the actions you took as clearly as possible :

**ROI: EXTREME NEGATIVE BEHAVIOURS**

Does the pupil concerned have a behaviour action policy?      yes / no



If yes, are you aware of the procedures within that policy?                      yes / no

If yes, did you carry out the procedures as you understand them?                      yes / no

If yes, when was the policy last reviewed?                      Date : \_\_\_\_\_

Were there any identifiable antecedents to the behaviour?                      yes / no

If yes would you please describe them below.

If the pupil does not have a behaviour management policy,  
has this type of incident occurred before?                      yes / no

If yes, can you remember when and the circumstances (please describe)?

Do you feel we should now consider a behaviour management policy for this pupil?  
yes / no

Signed : \_\_\_\_\_

Please Print Name : \_\_\_\_\_

**ROI: EXTREME NEGATIVE BEHAVIOURS**

**APPENDIX 2**

**Behaviour Action Plan**

<b><u>Student Name:</u></b>	<b><u>Class:</u></b>
<b><u>Essential Medical Information:</u></b>	
<b><u>Child likes:</u></b>	
<b><u>Child dislikes:</u></b>	
<b><u>Topography of Behaviour(s):</u></b>	
<b><u>Triggers:</u></b>	
<b><u>STAGE ONE behaviours:</u></b>	
<b><u>Appropriate de-escalation techniques:</u></b>	

**STAGE 2 behaviours:**

**Choices to be offered to the child during Stage 2:**

**STAGE 3: CRISIS**

**Recovery:**

**Repair:**

**Recording and reporting:**

**Signatures:**

**Class Teacher:.....**

**Parent / Carer: .....**

**Principal: .....**

