



Magdalen Court School

BEHAVIOUR AND WELFARE

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Introduction

Everyone has the right to feel safe, special and have their needs met. Our behaviour policy reflects the importance of social and emotional learning; to ensure that an individual’s needs and learning does not adversely impact on another.

Magdalen Court School is a community where all pupils are encouraged to behave in an appropriate and respectful way. Staff understand that behaviour is a form of communication, and that understanding and addressing what is being communicated is essential to support our children and young people to manage their behaviour in an acceptable way. Deepening our understanding of how social and emotional learning can be supported and developed is core to our work as schools. There is a strong link between positive behaviour and positive learning outcomes for pupils. Our programmes of social and emotional learning help pupils acquire the skills they need to make academic progress and support personal development.

Policy training, induction and information provided through the website informs staff, pupils and parents of the standards of behaviour expected, how these standards are to be maintained and how unacceptable behaviour is to be dealt with.

We recognise the importance of a consistent approach to behaviour management. It is important to note here, that as all our pupils have their own individual complex needs, each pupil’s understanding of, acceptance of, and level of behaviour support is different; therefore, a “one size fits all” approach cannot be taken. General holistic good practice will be used throughout the school in conjunction with individual interventions based on assessment of needs. This policy

will be applied equally to all members of the school community regardless of race, religion, sexuality or disability. We are a community committed to tolerance and inclusion.

We have a duty to make reasonable adjustments to environments, policies and procedures so that a behavioural difficulty does not unnecessarily restrict opportunities. The Disability Discrimination Act 2001 still applies when behaviour is the disability. Our policy follows the Department for Education's guidance on what to include in a school's behaviour policy in light of the recent changes introduced by the Education Act 2011 and acknowledges the school's legal duties under the Equality Act 2010 in respect of pupils with Special Educational needs and the SEND code of practice.

Rationale

At MCS we believe that the best way to ensure that everyone behaves in a positive way is through the development of strong, trusting, enabling relationships within an environment of safety, stimulation, respect and learning. Underpinning this are our key principles

- Everyone is responsible for promoting positive relationships and good communication with others, actively building trust and rapport. Children learn by example, adults must act as positive role models in their own behaviour and relationships.
- We should have high expectations of all children and young people and when we demonstrate our belief in them, it supports them to succeed. We should identify the strengths in the child or young person and develop them.
- We recognise an individual's needs and respond in a supportive and positive way that promotes self-esteem and that will nurture self-confidence and independence. Pupils will be provided with social and emotional learning experiences and opportunities that will support them to develop a sense of pride and build self-awareness.
- We strive to create a place of mutual support and encouragement rather than focusing on negatives. Pupils are supported to develop tolerance and build resilience, make good choices and take responsibility in readiness for them taking their place in society.
- We have a commitment to including all of our pupils in the life of the school. We deliver an engaging, exciting and challenging curriculum. A curriculum that enables pupils to experience challenge and success, to have a sense that learning can be fun and relevant to their lives.
- We support pupils to recognise feelings/emotions and behaviour triggers. We aim to equip them to understand these emotions so that they are able to manage them by applying thinking between feeling (feelings/emotions) and acting. We encourage them to show empathy and understanding. Through our positive relationships, modelling, being attentive and observant we recognise behaviours, determine the underlying need and support pupils appropriately. We are non-judgemental about children's life experiences, and we use evidence over time to inform how we plan and support them.
- We are explicit in naming our own emotional responses to children and young people's behaviour i.e. demonstrate emotionally intelligent behaviour at all times. We seek help when finding it difficult to manage feelings about a child or young person: this is a professional strength.

- **Reward:** We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development. We understand that incentives to comply are more effective than sanctions to force compliance. Pupils with additional needs, are less likely to modify their behaviours if they feel under pressure of sanctions and consequences alone. With patience, perseverance and positive behaviour strategies pupil's behaviour is more efficiently and effectively aligned to what is socially acceptable. We focus on recognising and rewarding desired behaviour.
- We work to develop our pupils' self-management of their behaviour, learn that choices and actions have rewards as well as consequences, and promote safety for all.
- **Consequence:** *Although our emphasis is on rewarding appropriate behaviour there are occasions when consequences for poor choices are required. Consequences are only ever applied to promote social and emotional learning opportunities. Consequences address a behaviour or incident with the driver being for the pupil to reflect, recognise and repair, often through a restorative approach.*
- Please see the school exclusion policy.
- **Expectation:** We are explicit about our expectations of both staff and pupils.
All pupils are expected to:
 - Be in the right place, at the right time, doing the right thing.
 - Work hard and allow classmates to work hard too; try to do their best in all experiences at school.
 - Show self-respect, respect to others, and to respect their school.
 - Treat others as they would like to be treated themselves.
 All staff will:
 - Keep pupils safe.
 - Listen to pupils' concerns and act on them
 - Be aware of pupils needs and how best to support them.
 - Plan, prepare and support pupils to develop socially, emotionally, morally, culturally and academically.
 - Have high expectations of pupils to complete tasks to the best of their abilities.
 - Support colleagues by being a critical friend and supporting the development of the school community.

Bullying (including Cyber-bullying)

Within the school, bullying is not tolerated. Bullying should never be ignored

- All instances of reported bullying must be investigated, recorded and monitored
- Parents and carers should be informed by staff of any incidents of bullying
- Every instance of bullying needs to be addressed, in line with this policy. With each child or young person involved being encouraged / supported to take responsibility for their actions, and acknowledge the impact of their behaviour on others. Further guidance is available in the school's Anti-Bullying Policy.
- Children and young people need to be supported to develop age or stage appropriate understanding of e-safety so that they are able to keep themselves safe on-line and report cyber-bullying. Further guidance is available in the school's Anti-Bullying Policy.

Monitoring behaviour

Behaviour watch

The computer based logging system 'CPOMs' is used to record and monitor pupil behaviour. Logged incidents are reviewed by the senior management team and patterns and significant incidents discussed by the senior leadership team weekly. The weekly analysis scrutinises the number of incidents and analyses key incidents in detail. The focus of this process is to review incidents to inform future practice and identify ways to further support pupils, so that incidents are reduced over time. Feedback is given to staff and they are encouraged to reflect on incidents, outcomes and suggestions for change.

Behaviour Log entries are discussed with parents of pupil's involved where appropriate, and analysis of significant incidents are shared with governors.

Rewards

At MCS each class has class rules and we use a rewards system that is used in a way where children gain rewards throughout the day for various reasons like a lesson where a pupil has worked well, without incident and has made positive choices throughout. Rewards are acknowledged and celebrated in assembly and the end of the week with a class reward.

Pupils who make poor choices will be reminded of the school expectations and they may have their first warning or request to meet the expectations.

These behaviours may include:

- Rudeness and inappropriate language
- Confrontational behaviour
- Distraction to learning
- Misuse of equipment
- Refusal to follow instructions

Further incidents of these behaviours result in the pupils being referred to SLT, logged on CPOMs and an email sent with a phone call made to the child's parents. On occasion the parents will need to attend a meeting with regard to the child's behaviour.

Incidents are recorded when a pupil leaves class without permission and fails to return in a reasonable time and or doesn't attend a planned lesson without a justified reason. In this instance SLT/On Call should be notified immediately. An email and phone call should be sent home to parents and the incident logged on CPOMS.

Positive Rewards

Positive Rewards are given to students for doing great work or behaving in a really positive way. Staff will log the merits to keep track and discuss how well pupils are doing and inform parents. Every half term positive rewards can be accumulated towards a class reward decided beforehand by the class teacher.

Learners can earn positive rewards for all aspects of school life including:

- Producing a great piece of work in a lesson
- Consistently following instructions and managing distractions
- Trying really hard and being resilient
- Supporting staff by helping with tasks
- Being seen to do random acts of kindness for others
- By showing lots of effort in a subject or task

Significant incidents

All CPOMS logs are read. Significant incidents are filtered from the weekly logs and may include incidents including but not exclusive to:

- Absconding and being out of bounds
- Inappropriate sexualised behaviour
- Bullying
- Homophobic, biphobic and transphobic bullying
- Racism
- Self-harm
- Incidents of physical, verbal aggression and damage to property.

Significant incidents are discussed daily through SLT morning briefing and then appropriate information is shared with the wider staff body during morning briefings.

The senior leadership team meets weekly to analyse and discuss the significant incident report to review follow ups and interventions being put in place to reduce further incidents.

Supporting positive behaviour

All the staff are committed to the safety and wellbeing of our young people and to promote positive behaviour through modelling expected behaviour. Staff use a variety of strategies and techniques to support pupils including but not exclusively:

- Assess the situation before acting
- Clear concise dialogue that avoids argument/conflict; what is said and how it is said being carefully considered.
- Be calm, controlled, relaxed and confident.
- Be firm but fair; being consistent is important.
- Aware of personal space; turning sideways and stepping backwards may help de-escalate. Avoid overcrowding with staff.
- Be part of the solution rather than part of the problem; changing face may help de-escalate.
- Offer options, as a way out with dignity; avoid flight or fight responses that may result from a young person feeling cornered.
- Remain positive, you will be challenged at times personally. Remember 'We are the professionals supporting pupils with special needs'.
- Building positive relationships with a young person enables you to offer success reminders in the future.
- Consider potential factors that may have been an antecedent to the behaviour to help inform support or next steps.

Behaviour support plans are added to the IEP and individual risk assessments are informed by pupils, parents, school staff and other involved professionals. Staff reflect on behaviour incidents and amend behaviour plans to ensure that they provide current information on how best to support our young people.

Staff are trained and expected to manage behaviour incidents. Strategies that help pupils to regulate their behaviour both before and during a crisis are detailed in behaviour support plans and risk assessments. These can include:

- Pupils reminded of previous success
- Offers of a safe space and an opportunity to discuss the incident from their perspective
- Distraction
- Humour
- Sensory regulation
- Contact with key members of staff
- Periods of reflection – in an agreed area
- Therapeutic activities including accessing the school mentors who are these?
- Combining the modelling of acceptable behaviour by staff and the approaches described above we promote positive behaviour in a supportive environment.
- Following an incident, staff engage in restorative work and reparation activities. This will build understanding and allow pupils to make more informed choices.

The following are **not** acceptable because they are incompatible with the ethos of the schools:

- The use of physical restraint as a means of gaining compliance or as a punishment.
- The use of sanctions that humiliate or degrade the child or have a negative impact on their emotional health or well-being
- The use of force that is not reasonable, proportionate and/ or necessary · Corporal punishment in any form. This is illegal.
- Any intervention or sanction that limits communication or advocacy.
- The use of any sanction that deprives the child or young person of their human rights.

Restorative Approaches and Reparation

(Repairing relationships, or ‘making good’ in some way)

We believe that children and young people should always be given the opportunity to reflect and repair, and we encourage them to engage with this. We do not believe in the concept of punishment, because it focuses the child or young person’s mind on the punishment, rather than what they did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the others involved/affected.

Children with complex difficulties can be supported to repair. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

On occasion, a pupil may benefit from some time learning away from peers. This is a ‘reflect and reset’ opportunity where a pupil is able to discuss their behaviour, away from the distraction.

from peers, and to successfully reengage in some learning tasks to reconnect to praise and positive behaviour before being returned to the classroom.

On occasion behaviour incidents may require some further support which may result in a pupil undertaking some planned intensive support. This can last for 2 lessons, 4 lessons or a whole day on site, or off site depending on the incidents.

Within these sessions a pupil can expect to experience:

- Restorative work including completion of a restorative justice template to explore the harm caused by the incident and or undertaking tasks of repair where damage to property has been caused
- Restorative conferencing between individuals who have been affected by the incidents
- Therapeutic support from SALT and counselling to understand and support meeting emotional and communication needs.
- In some situations, care time opportunities may be used to support the pupil's mental health and mental wellbeing. This may include offsite or onsite activities to make the pupil feel secure and able to discuss any underlying issues.

Damage to School Property by pupils

Such incidents are hopefully rare. However, occasionally property is damaged by a pupil, either deliberately or during a time of crisis. Each incident will be assessed, taking into account the whole context, the pupil's complex needs, deliberate intent, and their understanding of consequences.

Based on this assessment, parents/carers and pupils may be asked **to pay (in full or part)** in order to replace/repair the damaged goods.

A letter may be sent home with a bill for a contribution towards the repair cost of damage caused. The rationale for this is to provide an additional learning opportunity at home, where the pupil may be encouraged to undertake some pocket money tasks or jobs to contribute towards the repair cost as a further restorative opportunity.

Roles and Responsibilities

All staff will recognise and reward positive behaviour. They will model acceptable behaviour at all times and will challenge unacceptable behaviour when they observe it or are made aware of it. Staff will apply this policy, choosing from the responses described within it, appropriate ways to challenge and modify poor behaviour. Staff will inform the class teacher/home base tutor about behaviours of concern. Staff will seek the support of senior colleagues if a pupil continues to make negative choices or if their behaviour escalates.

All staff will record incidents on CPOMS, and discuss significant or persistent negative behaviour with the Senior Leadership Team, for further guidance and support.

Teachers, Higher Level Teaching Assistants, Learning Support Assistants and Nurture Staff will offer pupils the opportunity to engage in missed educational or developmental opportunities if these have been missed through negative behaviour.

Class teachers / tutors / key workers / other trusted named staff will act as advocates for individual pupils providing support to them in resolving conflicts with others. These staff will monitor these young people closely and work with colleagues to bring about resolutions to any behaviour-related issues that they are involved in. These staff will maintain and update pupils' behaviour support plans and risk assessments.

When appropriate Teachers and Teaching Assistants will contact parents or carers following incidents of negative or positive behaviour.

Teachers and Teaching Assistants will engage in reflective and restorative conversations with pupils when calm and if appropriate.

Opportunities for learners to engage in missed educational or developmental learning are undertaken at break, Lunchtime or after school. These 'Catch-up sessions' are supported by staff who engage with the learners to ensure quality instruction and guidance, resulting in a meaningful learning experience.

Break time and Lunch time catch up sessions are organised and supported by class teachers. If a learner refuses to engage in the session it is then reset and supported by a member of the senior leadership team as an extended 30-minute Lunchtime catch-up session or a 30-minute to one hour catch-up session after school.

After school catch-up sessions are only actioned after consultation with parents/carers in order to ensure a 'partnership' approach to managing behaviour and meeting MCS expectations.

Senior Leaders will monitor behaviour across the school and support young people and staff to maintain the aims described in the rationale. They will support the work of all staff in modelling positive behaviour, recognising and rewarding positive behaviour and challenging negative behaviour. Senior Leaders will support staff to make informed decisions as to the most appropriate consequence – particularly further consequences such as intensive support or the issuing of a Behaviour Contract.

A dedicated team of skilled and trained learning support staff are on-call to support learners who are struggling with self-regulation, meeting MCS expectations, managing behaviour and emotions. Staff are able to call for 'Learning support' to help a child who is presenting challenging behaviour. The Learning Support Team will support the learner to self-regulate in order to break down any barriers to learning with the intention of returning the learners back to the classroom to re-engage with their learning.

Learners who are presenting more resistant barriers to learning are supported in the learning support room where work is collected from lessons, de-escalation techniques are actioned and learners are encouraged to re-engage with their lessons in an environment free from distractions and triggers. When the learner is fully regulated and able to learn they are reintroduced to the classroom environment at the earliest opportunity.

Learners who have presented significant barriers to learning or significant challenging behaviour may receive 'Intensive Support' where functional analysis of behaviour is supported by

restorative work and a more intensive approach to supporting the learner to re-engage with learning and meet MCS expectations.

Behaviour support plans are agreed targets that are recorded, shared, monitored and reviewed by tutors and or staff Mentors to support learners to modify behaviours and meet expectations.

Intensive support is recorded by collecting quantitative and qualitative data in order to support progress, targeted interventions and to inform behaviour support plans.

Intensive support can be delivered in school for 2 to 7 lessons depending on the level of need. Where a learner refuses to engage in Intensive support on school site, Intensive support off site is actioned to ensure that the learner is engaged in the process and away from the distractions and triggers of the school site. Senior Leaders will monitor behaviour across the schools and utilise this overview to inform decisions regarding further responses to behaviour.

SLT are responsible for reviewing and monitoring behaviour.

Multi-Agency working

We recognise that the complex needs of our pupils often require support from other agencies.

Additional advice and support for young people may be sought from professionals such as CAMHS, SALT, OTs, Educational Psychologists and others as appropriate.

This helps us to better understand and meet the needs of the pupils. Working collaboratively with parents and other professionals better helps us understand and meet the needs of pupils and promote positive behaviour.

Additional Support

In practice the majority of difficulties are resolved by staff working with pupils at that particular time. If a change of face or additional support is required radios can be used to call for this support.

The school may report behaviours of concern to outside agencies. These may include the community police, police or fire service. Reporting behaviours of concern such as sexting, damage, assault, setting fires to these services is not automatic; this considered action is taken to help prepare our young people for their future.

Reporting incidents to these services can facilitate access to additional outside agency support and targeted intervention for the young people involved. The support may be conversations with police or fire service personnel to reinforce risks and the legal position also the potential outcomes if the behaviour continues. Access to specialist support may also be enhanced in this way, access to; the Youth Offending Team, programmes such as Fire Setters and Restorative Justice. Reporting incidents to the community police, police or fire service can help to develop / reinforce learning of the seriousness of actions and the potentially serious consequences of individuals' actions. It also ensures that services are informed of the potential for possible incidents within the wider community

Training/Learning and Development for staff

All staff are provided with training at induction and as continuing professional development. This builds a school-wide set of skills and knowledge together with a range of strategies to support behaviour. They also receive regular refresher training in positive behavioural strategies to equip them better to keep pupils and themselves safe.

Physical interventions

From time to time, with some pupils, it may be necessary to support them through the use of restrictive physical intervention. Staff are trained to apply de-escalation strategies and, where practicably and safely possible, will apply them exhaustively before considering the use of restrictive physical intervention.

The use of contingent touch and using your body as a physical barrier are not physical interventions.

Use of Reasonable Force and / Physical Interventions

Underlying Principles (taken from Devon Safeguarding Children Board – Positive Behavioural Support Guidance. June 2016)

Please refer to EDUCARE Module “Use of Reasonable Force” for further clarity.

‘Staff and management within all settings should seek to minimise the need for restrictive interventions by:

- Maintaining a positive culture.
- Promoting ethical practice
- Maintaining a child-centred approach
- Understanding and recognising the possibility of challenging behaviour
- Promoting an awareness in staff of their own reactions to aggressive or violent behaviour and the effect of their own emotions on others
- Using authority appropriately
- Maintaining and implementing a policy to manage behaviour positively.
- Promoting positive relationships.
- Challenging the behaviour and not the child through the functional analysis of behaviour process.

Restrictive interventions:

- Will only be used when all other strategies have been considered/exhausted or the situation demands immediate intervention **e.g. to prevent a young person from harm.**
- Will never be used to impose an adult’s will upon a child or young person.
- Will never be used as a punishment.

- Will not be used as a means of aiding the smooth running of settings to the detriment of the child or young person.
- Any measure of restraint will be proportionate and in place for no longer than is necessary to manage the immediate risk.
- Under no circumstances will physical interventions be used with the intention to cause pain

When considering the use of physical intervention, two fundamental principles of care for children and young people need to be taken into account:

- The duty of a member of staff to care for and protect the child/young person
- The rights and liberties of that child/young person

It is the intention of this policy to create a framework in which both these principles can co-exist whilst recognising that any policy cannot give specific guidance for every situation where physical intervention may be necessary. The professional judgement of staff remains critical at all times. Staff need to adhere to the principles outlined in this policy at all times.

Staff are trained through Devon County Council Babcock LDP in Passive Intervention and Prevention Strategies (PIPS). We aim to develop a consistent, acceptable, team approach to preventing and managing disruptive/aggressive behaviours in a manner that maintains positive relationships and continues to care for the pupils at times of crisis.

Physical interventions are never risk free. The decision to intervene physically or not will always be a professional judgement based on risk assessment. PIPS skills are designed to reduce risk to both staff and pupils should it be decided that the use of physical intervention is appropriate and is the safest option.

Use of 'Reasonable Force'

It is important to note there is no legal definition of precisely what constitutes reasonable force.

However, the principle is referred to in the Education and Inspections Act 2006

Part 7 Discipline, Behaviour and Exclusion (93)

'A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following namely;

- committing any offence, causing personal injury to, or damage the property of any person (including the pupil himself), or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

The power conferred by the above may be exercised only where – (a) the member of the staff and the pupil are on the premises of the school in question, or, (b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned. **“member of the staff”, in relation to a school means:-**

- any teacher who works at the school, and
 - any other person who, with the authority of the Headteacher, has lawful control or charge of pupils for whom education is being provided at the school’:
- Reasonable force**
- key points**

- Use the minimum force for the desired result
- Be proportionate to any force used against you
- Disproportionate force is an offence
- It is always unlawful to use force as a punishment

Principles underpinning Passive Intervention and Prevention Strategies (PIPS)

- The safety of both pupils and staff are equal
- Safety is paramount for both
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving

Passive Intervention and Prevention Strategies are designed to

- Make movement safe - not to overpower
- Give the pupils some control and help in calming down
- Allow staff to act confidently at times of crisis
- Help pupils who have experienced negative touch

To Summarise:

Moving and Holding

Key points

Staff must report the incident of a physical intervention to a member of the Senior Leadership Team at the earliest opportunity and then logged on CPOMS

- Safety is paramount
- If you do move or hold, be clear about why it is NECESSARY
- Actions taken are in the child's BEST INTEREST
- Responses must be REASONABLE AND PROPORTIONATE
- Duty of care requires us to do something
- All restrictive physical interventions must be logged as PI's
- The use of contingent touch or using your body as a physical barrier are not physical interventions. These incidents should not be logged as PI's

Reporting and Recording

Records should be completed on the CPOMS logging system.

Physical intervention. These are the most comprehensive logs due to the nature of the incident and require the most detail. Again the report is set up so that when the full report is completed all of the statutory requirements will be met.

As a minimum the written record should include:

1. The names of the staff and children or young people involved
2. During the report, use the name code first name first and second initial of last surname so Joe Bloggs would be **JoeB** and Samantha Goodwin - Jones would be **SamanthaJ**
3. The date, time and duration of each physical intervention
4. A description of why the physical intervention was required, rather than an alternative strategy (why was it in the best interests of the child)
5. The nature of any de-escalation used seeking to prevent the need to intervene physically
6. The type of physical intervention used with a clear description for each person involved
7. Whether or not anyone was hurt, if so the action taken
8. Medical attention must be offered to the young person after every physical intervention; this must be recorded in the medical book.
9. The views of the child or young person (debrief). A debrief must be offered within 24 hours of a physical intervention
10. Parent/carer and Social worker in cases involving Children In Care/Children Looked After/Looked After Children contacted immediately.
11. Staff who are injured in the course of performing a physical intervention must also complete an accident form and they must be offered a debrief within 24 hours.
12. Witnessed and dated, staff involved must read the report.

Staff reflective debrief - is everyone ok? What went well? What went not so well? Are the risk assessment and behaviour support plans in place suitable and effective for the young person? What could be done differently next time?

Writing a report

A good incident report needs to be:

- Completed within 24 hour of the incident of a PI
- Clear and concise
- Factual
- Relevant
- Understandable
- include all the essential information about the incident. The report- should follow the ABC model

Antecedent- What happened prior to the incident? Was there a clear cause? How did the young person appear before the incident?

You may not know the actual cause, but it is important that as much information as possible is given regarding what you saw, or may know, leading up to the incident

Behaviour- what was the behaviour observed? Also what did we do? and what was our behaviour during the incident?

Consequence- what happened after the incident? How did the incident end? What follow up action is there? Does the risk assessment and/or behaviour support plan need reviewing? who has been informed, parents, carers, social workers? Debrief

Debrief

All pupils must be given the opportunity to discuss with a relevant adult within **24 hours'** incidents of restraint they have been involved in, witnessed or affected by.

The debrief should include:

- What Happened (Young Person's View)
- How could we have stopped this from happening?
- What could you have done differently to stop us having to hold you?
What could we have done differently to stop us having to hold you?
- What strategies can we agree on to stop us from having to hold you in the future?
- Is there anyone else that you would like to speak to about being held?

Other types of Physical Interventions:

Touch as part of the learning programme:

This can include hand over hand use of writing implements and touch to aid manipulation of equipment in lessons. This may also include activities such as hand massage as part of therapeutic relaxation programmes.

Touch as part of care and management of physical/medical need

This can include personal care, administration of medicine, supporting pupils at meal/snack times where they may have physical difficulties. If personal care is required, the Care Plan will outline the nature of the care required. This could be personal hygiene support for continence, menstruation or assistance with self-care skills such as dressing.

If medical care is required, a Medication Protocol will be created alongside health professionals which outlines the care required. Personal Care Plans are reviewed every six months or sooner if the care required changes. Health Care plans are reviewed annually or sooner if the care requirement changes.

Confiscation

The Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The school has the right to lawfully confiscate, retain or dispose of pupils' property if it is reasonable in the circumstances. The school will not be liable for damage or loss of any such item.

School staff can search pupils with their consent for any item. We are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree. A pupil refusing to cooperate with such a search will be subject to the same consequence applied for other unacceptable behaviour.

Parents / carers will be advised of any item confiscated from their child. All confiscated items will be held by the school, securely within locked storage by a member of SLT, for a week, then safely disposed of by the school; unless the item is required as evidence for an ongoing process, or collection from the school by parents/ carers has been agreed. The school will maintain a log of all confiscated items and their disposal/return to parents/carers.

Use of safe spaces

Legal Considerations

The DFE 2010 guidance on 'The use of force to control or restrain pupils' states that: The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should be considered only in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil. The inappropriate use of seclusion may be unlawful and so seclusion must be used only when:

- It is in the best interests of the person being secluded and never for the ease of managing a situation
- It is normally an emergency rather than a planned response
- It is the least restrictive response and its use is proportional to the level of risk presented
- It is used for the minimum period of time to restore safety
- Other strategies such as de-escalation have been used or are considered to be inappropriate in the circumstances. Seclusion must not be used with any intent to punish or teach the person any new behaviours, it must be used as a responsive strategy aimed at managing the presenting behaviour at that time.

Supportive Areas

At MCS we recognise that there are times when a pupil needs to be apart from others. This may be a planned response to support an individual pupil and, if this is the case, will be written into a behaviour support plan with specific areas of the school site identified as supportive and calming for that pupil.

Where a pupil is behaving in such an extreme way as to potentially or actually endanger themselves or others; or cause serious damage to property it may be appropriate to separate them from others. In this rare and extreme circumstance, the pupil may need to be supported away from peers in a safe, supervised space. This may be an empty classroom, the corridor, the hall, the playground – or any number of suitable places on the school site. Staff who are managing the incident will need to carry out a dynamic risk assessment and apply the principles of PIPS as outlined previously.

Pupils may choose to self-refer to a safe place when they are becoming anxious or stressed in a situation. They may choose to spend time taking part in sensory / calming activities. If this is in a classroom or other indoor space, the door may be closed (but never locked) or open and the pupil can leave at any point.

Exclusion

Fixed-term Exclusions

We follow all Devon County and DfE Guidance and procedures when considering whether to exclude a pupil.

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances may include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis by the Headteacher/Trustees and will always be a reasonable and measured response following consideration of all the evidence.

Exclusions can also be managed internally and a child or young person may be taught away from their peers for a fixed period of time.

This may be used to provide a period of reflection with a member of staff to support the child or young person to identify positive behaviour choices they could make in future.

Following a fixed term exclusion, a meeting must be held between a member of the Senior Leadership Team and the child, supported by parents or carers. This meeting must take place prior to the learner returning to the school environment. During this meeting a restorative conference approach is followed whereby the behaviour is discussed, expectations are revisited and targets and supportive interventions are agreed with stakeholders.

Permanent exclusions

It is extremely rare for us to permanently exclude a pupil from MCS. In the event that we are not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

Decisions to permanently exclude are made by the Headteacher following consideration of all the evidence, discussions with colleagues, the pupil, parents and DCC inclusion Officers.

All permanent exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After children.

At MCS

It is the responsibility of the whole school to promote, guide and reinforce positive behaviour. Our first approach to managing behaviour is to recognise and reward positive behaviour. This includes

- Immediate recognition using verbal praise
- Daily recognition and rewards through issuing 'Merits' for positive behaviour leading to individual or class activity choice time when the work is completed.
- Giving pupils choices of reward activities based on positive behaviour
- Recording and celebrating positive behaviours
- Individual rewards based on specific targets
- Celebration of positive behaviour through contact with home and reward assemblies.
- Positive feedback to parents – telephone/email; comments in the pupils' home/school book; postcards
- Presentation of certificates, stickers and rewards; head teachers, governors and teacher awards; to celebrate success and stimulate continual motivation. These may be awarded in assembly or sent home

We also promote a culture where a young person takes responsibility for their own behaviour. Depending on the young person's understanding we seek to work through the circumstances / issues that have contributed to a behavioural incident, to identify more appropriate choices / options.

To help develop pupils' understanding that there may be consequences to their actions. It may be suitable to implement an appropriate consequence to a negative behaviour such as loss of a privilege or reduction of choice time. Consequences may be applied to provide the pupil the opportunity to complete work they have missed or promote social and emotional learning. Their effectiveness is linked to their certainty not their severity and how they support learning, address a behaviour / incident or repair through a restorative approach. We also promote a culture where a young person takes responsibility for their behaviour and its consequences. Where appropriate following an incident we seek to work through the issues with them and mutually agree a way that the situation can be resolved or rectified.

Parents are informed of serious incidents and may be invited into school to discuss behaviours of concern with key staff involved and senior managers.

The emphasis is put on restoring a situation or relationship positively. Key to this process is that the pupil can talk to a trusted adult that may not be a senior member of the team. All staff are responsible for tackling behaviour at this level. Responses include loss of break, opportunity given for a young person to catch up on work missed, contact with home, and reduction in the choices a pupil can make at the end of the day/week.

For incidents that are more serious a Behaviour Contract may be issued. The purpose of this is to provide an opportunity to discuss and reflect on the incident of concern. These discussions may take place during lunch or break times offering more positive ways of managing the situation and understanding the impact on others. The duration of the behaviour contract is dependent on the individual and the incident.

Although this is a sanction that limits a pupil's choice, we talk through why the contract was issued and alternative ways to have managed the situation. Behaviour Contracts may be issued following incidents that include;

- Damaging property
- Incidents of aggression
- Leaving site

The issuing of a Behaviour Contract may affect a pupil's attendance on reward trips. Parents are informed of any serious incident and may be invited into school to discuss them.

Roles and Responsibilities

All staff

All staff are responsible for promoting and celebrating positive behaviour.

All staff are responsible for addressing inappropriate behaviour and following up incidents with the young person in a way that supports the young person to develop the skills, knowledge and understanding to make more appropriate choices in future.

All staff are responsible for recording incidents and how they have been addressed.

Class teachers / tutors

Class teachers / tutors contribute to the generation of weekly support plans for pupils identified, through the monitoring of log entries, as needing additional support. Class teachers / tutors share these plans with the rest of the staff team and monitor their success throughout the week.

Senior Leaders

Incidents recorded on CPOMs are read on a daily basis by a senior leader. At the morning briefing, key entries are discussed and actions to address any issues agreed.

An analysis of significant events is presented to the SLT at the end of each week. At this meeting, pupils of concern are discussed and support plans initiated to address behaviours and offer additional support. These plans are then shared and further developed with Class Teachers / tutors / Link workers. Once complete, they are shared with the rest of the staff team and monitored and reviewed.

Legislation and Guidance relating to this policy

- Devon Safeguarding Children Board (DSCB) 'Positive Behavioural Support – Policy and Practice Guidance regarding Positive Behavioural Support with Children and Young People's Settings' June 2016.

- The Children's Act 1989
- The Education Act 2011
- DfE Keeping children safe in education 2020
- DfE Behaviour and discipline in schools 2016
- Use of reasonable force advice for head teachers, staff and governing bodies guidance 2013
- The UN Convention on the Rights of the Child 1989
- DfE – Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion – 2017

If staff wish to access further training and sources of further information to support behaviour management, relevant modules are available through the Educare programme which is located in the staff links area of the school website, and which all staff have access to.