



Behaviour and Positive Handling Policy

St Nicholas School is a UNICEF Rights Respecting School with Gold Status and promotes rights respecting values in all its policies



The Governing Body of St Nicholas School formally adopted

this Policy on October 13th 2022

It will be reviewed in October 2023 unless otherwise advised

Signed _____

Headteacher

Signed _____

Chair of Governors

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Statement of Intent

St Nicholas School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The Governing Body of St Nicholas School supports both the Management Team and the Staff in creating an environment which encourages and supports good behaviour. It acknowledges that society expects good behaviour as an important outcome of the educational process.

The school is committed to:

- Creating a calm and purposeful environment which encourages and reinforces good behaviour and enables children to reach their full potential
- Defining acceptable standards of behaviour
- Encouraging consistency of response to both positive as well as negative behaviours
- Ensuring that the school's strategies and expectations are widely known and understood
- Encouraging Home and School to work in partnership in the implementation of this policy
- Encouraging respect for cultural differences
- Encouraging respect for property belonging to themselves and others
- Embedding a proactive and preventative approach to behaviour management across the school in line with the principles of PROACT-SCIPr-UK

The application of any behaviour policy requires a degree of flexibility.

The pupils bring to school a wide variety of behaviour patterns based upon diversity of opinion, cultural and ethnic background, specific behavioural conditions and levels of developmental understanding. The School pursues standards of behaviour based on the principles of honesty, respect, consideration and responsibility.

As a school we understand that due to the nature of the disability of our children some pupils may not have sufficient understanding or awareness that certain behaviours may be undesirable. We recognise that all behaviour is for a reason and is a form of communication for many of our students. In line, with the PROACT-SCIPr UK approach the staff will analyse behaviour through functional assessments to understand the purpose of the behaviour and then implement proactive approaches to avoid Behaviours of Concern and improve quality of life.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy (part of the Safeguarding and Child Protection Policy)
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and Responsibilities

The **Governing Board** has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

The **Head Teacher** is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any Behaviours of Concern.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and promoting them to the children.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any Behaviours of Concern that could be driving disruptive behaviour.

At St Nicholas School, the Deputy Head is the lead for Behaviour. There are also 2 Behaviour Trainers who have been trained in delivering the PROACT SCIPR approach to staff. The **behaviour team** are responsible for:

- Support class teams with strategies needed in a child's Behaviour Plan.
- Ensure that safeguarding and child protection responsibilities are paramount at all stages of designing and reviewing Behaviour Plans with liaison with the Headteacher and lead DSL.
- Review established Behaviour Plans and makes sure they are current and are understood and followed by staff
- Provide relevant recording documents for staff to be able to track and record behaviour and use these to analyse and influence the strategies suggested on the Behaviour Plan.
- Working with the Deputy Head and PROACT SCIPR trainers to establish if the behaviour is such that a last resort physical intervention should be used. To agree what physical intervention would be the most suitable and to ensure all relevant documents are updated and key people informed for approval.
- Support staff to be reflective practitioners, including reviewing their one actions and potential triggers to ensure future challenging situations are minimised.
- Creating specific targeted behaviour interventions for identified pupils.
- Liaising with parents and carers regarding any management of challenging behaviour
- Model behaviour strategies to staff working with pupils and provide training in this area when necessary
- Deliver training to staff teams regarding managing behaviour in the classroom
- Oversee the recording of Behaviour for Concern and analyse the data provided.
- Complete a termly report on Behaviour to be shared with Governors
- Ensure all staff are following protocols in regards to least restrictive practices at all times and provide ongoing training in this area.

- Report to the SLT any incidences that are a cause for concern or safeguarding
- Offer de-briefing opportunities to staff after an incident that involved challenging behaviour and ensure they are supported by Mental health First Aiders if necessary.

Teaching staff are responsible for:

- Identify which pupils require a Behaviour Plan, create these and ensure successful implementation with support from the Behaviour Team.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the Behaviour Team and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to access the curriculum appropriately.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Liaising with parents and carers regarding any management of challenging behaviour.
- Ensure that all Behaviour Plans and Risk Assessments are kept up to date with information following a new behaviour from a student, or at a higher intensity than previously seen as and when required.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Creating a positive climate with realistic expectations
- Emphasising the importance of being an individual within the group
- Promoting honesty and courtesy through example
- Providing a caring and effective learning environment that reflect children's individual needs
- Encouraging kindness, respect and understanding of the needs of others
- Ensuring fair treatment for all regardless of age, gender, race, ability, disability and sexuality
- Showing appreciation of the efforts and contribution of all
- Consistently applying the school rules and PROACT-SCIPr-UK framework
- Ensuring that the school rules are embedded and respected
- Providing opportunities for pupil voice to contribute to school rules, e.g. through school council
- Creating and promote class charters in line with UNICEF rights

Pupils are responsible for:

- Following the school rules and class charter

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Teaching and Learning

At St Nicholas School we believe that an appropriately structured curriculum and quality teaching (which includes teaching behaviour skills and behaviour for learning) contributes to effective learning and good behaviour.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop thinking skills, knowledge and understanding which in turn enable children to work and play in co-operation with others. Classroom environments are proactive to meet individual needs and praise is used to reinforce good behaviour as well as good work. Whenever possible negative issues are discussed on an individual basis. Effort is valued and progress matters.

Classroom management and teaching methods have an important influence on children's behaviour, this includes a consistent approach from the staff the whole class team (as well as any agency staff). Information on preferences and behaviour management of individual children should be passed on when a pupil transitions between classes and updated at least annually, e.g. a pen portrait.

Classrooms should be organised appropriately, taking into account individual needs, to ensure:

- resources are as accessible as possible to reduce disruption
- displays value every pupil's contribution
- a quiet area is available for individual work, e.g. workstation, access to the shared quiet room

4. Rules and Procedures

Rules and procedures are designed to help the pupils to achieve acceptable standards of behaviour. Rules should be displayed in classrooms and around the school.

Rules should be:

- Kept to a necessary minimum
- Stated positively (Telling children what to do rather than what not to do)
- Explicit
- Consistently applied and enforced considering the needs of the individual
- Communicated using strategies that the pupil understands including visual support when necessary.

At St Nicholas we promote a strong sense of ownership and community.

5. School Rules

- Indoor voice

- Walk in the school building
- Listen to others and follow Instructions
- Use kind words
- Use kind hands and feet
- Try your best

6. Class Charters

Every class has a class charter in their room. These are based on the UN Conventions on the Rights of the Child (CRC). The charter for a rights respecting classroom sets out:

- The rights selected which children and adults consider to be the most relevant in their class. The rights are worded in a language that is meaningful to the children.
- The actions agreed between all children and adults to ensure the rights can be realised and enjoyed by everyone.
- Who has agreed the charter. This is often done by everyone signing it with their name or picture.

As well as a class charter, we also have a Playground Charter written by the children in Years 5 and 6 but agreed by the whole school.

7. Consequences

Although rewards are central to the encouragement of positive behaviour, there is also a place for consequences to register unacceptable behaviour.

Within St Nicholas School discipline is characterised by certain features:

- Clarity as to why the consequence is being imposed
- Once in a calm state, an explanation of the changes of behaviour required to avoid repetition
- Criticism of the behaviour not of the person
- Natural consequences – related to and in proportion to the behaviour

On completion of the sanction, staff should work to repair relationships in line with the PROACT-SCIPr-UK framework.

Where anti-social, disruptive or aggressive behaviour is frequent and sanctions alone are proving ineffective, careful evaluation of the curriculum on offer, classroom environment and management as well as whole school procedures are reviewed in line with the PROACT-SCIPr-UK framework to eliminate these as contributory factors.

Additional specialist help and advice may be sought by the Head Teacher from relevant support agencies.

8. Communication and Parental Partnership

High priority is given to effective communication within St Nicholas School and with parents.

Parents are supported and encouraged to be actively involved in their child's learning and behaviour.

The school communicates policy and expectations to parents and where behaviour is causing concern they will be informed at an early stage with the opportunity to discuss the situation.

Individual behaviour plans will be shared with parents who will be required to sign to approve the use of restrictive components where these have been recommended.

9. Additional Strategies to support Positive Behaviour

- Behaviour Plans that reflect the PROACT-SCIPr-UK framework
- Social Stories
- Individual Timetables/ visual aids
- Sensory Activities/Resources
- Working with parent to ensure continuity and consistency
- Rewards to motivate and reinforce

St Nicholas School Policy for Physical Intervention

10. Purpose

The aim of this policy is to ensure a safe and happy environment, where everybody in the school community feels safe and respected.

The objectives of this policy are:

- To provide a safe learning environment.
- To provide a framework in which all staff who come into contact with pupils are clear about their roles and responsibilities within the context of positive handling.

11. Background to the policy

The Education Act 2011 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom, during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- Serious self – injuring
- Causing injury to others
- Committing a criminal offence
- Damaging school property

The Department of Education issued further guidance in July 2022 on Behaviour in Schools and the use of reasonable force and this can be read [here](#).

12. Definition of Restrictive Physical Interventions

The term 'Restrictive Intervention' comprises of the following:

- Physical (restraint, guides and holds)

- Seclusion (time-out alone)
- Mechanical (e.g. harness)
- Pharmaceutical (PRN medication)

13. Use of Physical Interventions at St Nicholas

At St Nicholas, PROACT-SCIPr-UK is used as a framework to manage behaviours of concern. This stands for Positive Range of Options to Avoid Crisis and use Therapy – Strategies for Crisis Interventions and Preventions. This framework ensures that interventions are devised in a child-centered way, specific to the meaning of each behaviour. It is accredited by the British Institute of Learning Disabilities (BILD). St Nicholas School have adopted this framework as part of their commitment to reduce restrictive interventions through a proactive approach.

At St Nicholas School, physical intervention may need to be used as a last resort, usually to ensure their safety and/or that of others or to prevent serious damage to property. Staff are trained to intervene physically with pupils under these circumstances,

All staff must be aware of the distinction between physical contact and touch in everyday situations to support, encourage, guide or comfort a pupil compared to the use of physical interaction to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury. Many occasions when children appear not to co-operate are due to communication difficulties, so it benefits them to try alternative strategies before using positive handling.

This could include

1. Symbols
2. Makaton
3. Allowing processing time /waiting time
4. Use of objects of reference and motivating objects.
5. Now and Next Boards / let's make a deal cards.
6. Distraction, humour, or play. This works particularly well for children with Down Syndrome.

For children where there is a need for physical intervention, an **Individual Behaviour Plan** should be created which includes the best strategies to use before physically intervening. Proactive and preventative strategies include establishing and maintaining good relationships with pupils, having knowledge and understanding of their individual needs and environment. De-escalation strategies should also have been attempted such as distraction, diversion and negotiation to avoid a potential crisis.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause

14. Training

Introductory and foundation training courses are delivered to all staff by other St Nicholas staff who have been trained as instructors by the Loddon Foundation (Ltd) in PROACT-SCIPr-UK. Staff are taught a range of interventions and techniques to be used in their day-to-day work. They also receive specific training within class teams related to individual behavior plans of children they support in their classes, where a specific technique may be required.

15. Recording

Where physical intervention or force has been used a record of the incident will be kept and uploaded onto MyConcern. In circumstances physical intervention is used as part of a behaviour plan, incidents should be monitored and recorded that day using Form 1, uploaded onto MyConcern and shared with the behaviour leads.

For other types of incident where the necessity to intervene has been more urgent a record should be made on a serious incident form as soon as possible after the incident (Form 2), shared with the behaviour leads and SLT and uploaded onto MyConcern. An individual behavior plan should be considered to reduce further incidences where appropriate. All uses of physical intervention will be reported to the pupil's parent(s) as well as any injuries resulting from the behaviours of concern or the interventions.

Physical interventions will be monitored in order to help staff learn from past incidents, promote the well-being of pupils and provide appropriate support, e.g. through a review of their individual behavior plans.

16. Action after an incident

The Headteacher/SLT or behaviour leads will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

It is important to ensure staff and pupils are given emotional support as well as basic first aid if any injuries occurred. All staff and pupils will have access to a debrief by a member of SLT or the Behaviour Team, both for emotional support and to contribute to positive change in practice and procedures by analysing past incidents.

17. Individual Behaviour Plans (please see an example in appendix 3)

An Individual Behaviour Plan

- Provides a structured intervention to manage pupil behaviour
- Is designed to support the pupil to modify or change certain behaviours
- Is consistent with the objectives in the child's EHCP
- An Individual Behaviour Plan is written in line with the PROACT-SCIPr-UK framework and includes: Actions taken to meet pupil's needs
- The target behaviours causing concern
- The triggers for this behaviour
- The likely function of the behaviour

- Proactive, reactive and post crisis strategies to address the behaviour (including any physical interventions that may need to be used)

18. Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Use of physical force that is unwarranted, excessive, or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force should be dealt with under school disciplinary procedures.

19. Monitoring and Review

This policy will be reviewed by the headteacher and the Behaviour lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2023**.

Appendix 1: FORM 1: ONGOING RECORD OF THE USE OF REQUIRED AND/OR REASONABLE FORCE

Name of Pupil _____

All pupils where this form is used should have a Behaviour Plan
This report should be completed as soon as possible after the incident by the person(s) involved.

Date and time of incident: _____

Place: _____

Staff involved: _____

Description of what happened and what force was used

Date and time of incident: _____

Place: _____

Staff involved: _____

Description of what happened and what force was used

Date and time of incident: _____

Place: _____

Staff involved: _____

Description of what happened and what force was used

Appendix 2: FORM 2 RECORD OF THE USE OF REQUIRED AND/OR REASONABLE FORCE FOR SERIOUS INCIDENTS – FOR SLT RECORD/ Pupil File

This report should be completed as soon as possible after the incident by the person(s) involved. Use bullet points where possible to highlight key aspects of incident.

Name of pupil: _____

Class: _____

Date and time of accident: _____

Place: _____

Staff involved: _____

Witnesses Staff/Pupils: _____

Concise details of how this incident began including the nature of the pupil's behaviour.

What strategies, other than physical control, did staff employ in an attempt to defuse the situation?

What measures were taken to avoid harm to the pupil?

Description of the physical intervention/control/restraint used, including the degree of force used, how applied and for how long?

Record of any injuries to staff/pupils.

Record of any damage to property.

What measures were taken to ensure that pupil was calm after this incident?

Signature: _____ Date: _____

Report passed to Senior manager (name): _____

Reported to Parents _____



Appendix 3: Behaviour Support Plan

Name:	Current Class / Teacher:	Date plan written:	Date of review:
Developmental level:			
Setting Events (slow triggers)	Antecedents / Fast Triggers	Message / Function	
WHAT DOES MY BEHAVIOUR LOOK LIKE?			
PROACTIVE Everything is ok	ACTIVE Everything is not quite so good	REACTIVE I really cannot cope	

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PROACTIVE STRATEGIES			ACTIVE STRATEGIES	REACTIVE STRATEGIES
ENVIRONMENTAL	SKILLS TEACHING	DIRECT INTERVENTIONS		
POST CRISIS STRATEGIES:			Desired outcomes:	Success criteria:
Parent / Carer:			Class team:	