BEHAVIOUR MANAGEMENT POLICY

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1. Purpose

1.1 This Policy provides a framework for pupils, teachers and parents on how behaviour is managed in school

1.2 To provide a safe, calm and caring environment that facilitates learning

1.3 To ensure consistency, fairness and clear expectations

1.4 To support and reinforce caring and co-operative behaviour, and to discourage behaviour that is not appropriate

1.5 To enable pupils to develop social skills and moral values in the context of the school as a community

1.6 To increase attendance and engagement in classes

2. Definitions

2.1 "The school" and "Jigsaw School" means Jigsaw CABAS® School

2.2 "CABAS®" is an acronym for Comprehensive Application of Behaviour Analysis to Schooling.

3. Scope

3.1 This policy and related procedures are designed to safeguard both the pupils and the staff and aim to support and promote good practice. The Safeguarding and Child Protection Policy and Health & Safety Policy are observed at all times when supporting a pupil who is exhibiting behaviour that challenges.

3.2 This policy applies to all pupils and staff at Jigsaw CABAS® School.

3.3 The DfE guidelines on the Use of Reasonable Force (July 2013) sets out the parameters within which school staff are permitted to work.

3.4 The Association of Professional Behaviour Analysts (APBA) also provides guidelines for the use of restraint and seclusion.

3.5 Staff at Jigsaw CABAS® School adhere to both sets of guidelines.

3.6 The School Management Team will ensure that the following procedures are followed.

3.7 At the heart of the behaviour management policy is the principle of respect for oneself and others. We recognise pupil achievement and good behaviour that encourage a positive attitude.

4. The Policy

4.1 Jigsaw CABAS® School is an independent special school which provides education for primary and secondary age children diagnosed with autism who hold an Educational Heath care Plan (EHCP). The nature of their disability means that children and young adults diagnosed with autism may not have sufficient understanding or awareness that certain behaviours directed towards themselves and others is not appropriate.

4.2   The School follows the Comprehensive Application of Behaviour Analysis to Schooling (CABAS®) methodology. The CABAS® system is designed to approve desired behaviours rather than disapprove undesired behaviours. The curriculum is designed to emphasise teaching through positive reinforcement. The CABAS® system uses the principles of positive reinforcement by identifying effective forms of reinforcement and the manipulation of intermittent and other schedules of reinforcement. The creation of pupil motivation is essential to the implementation of the principles of positive reinforcement within the CABAS® system.

4.3   The School adheres to the principles outlined in the Equality Act (2010) believing that all children and young adults have a right to be safeguarded. The prime concerns at all times must be the welfare and safety of the pupil(s).

4.4   Typically pupils at the school lack communication skills. The principal aim of a verbal behaviour approach is to provide our learners with functional communication skills. The pupils are taught these skills so that they have the tools to communicate their needs (vocally, through sign, through PECS/ WECS (Picture/Word Exchange Communication System), through ProLoquo2Go® software on an iPad®/iPod® or gestures) rather than emitting an inappropriate behaviour.

4.5   There is regular communication between all the staff and the parents for each pupil to ensure consistency of approach.

5.   Jigsaw School's Golden Rules

5.1   Members of the School Council worked together to produce six golden rules which are displayed around the school. These rules are:

- We are positive
- We are gentle
- We are kind
- We are helpful
- We listen
- We share

5.2   Teachers are positive role models and promote the rules by referring pupils to the displayed rules, reminding them of the rules and reinforcing pupils for following these rules.

6.   Reinforcement

6.1   Teaching through positive reinforcement will provide strategies for preventing and "de-escalating" behaviours that precipitate the use of physical interventions.

6.2   There is a continuous focus on reinforcing appropriate behaviours. A wide range of positive tactics are used to increase appropriate behaviour (and therefore decrease the inappropriate behaviour), e.g. non-contingent reinforcement, differential reinforcement of other/alternate or incompatible behaviour and vicarious reinforcement (reinforcing other pupils for appropriate behaviour).

6.3 Further tactics are used to increase appropriate behaviour, such as teaching pupils skills in self-management, reinforcing them for following classroom rules and the use of behaviour contracts or home-school agreements.

7. Function of Behaviour

7.1 It is important to ascertain the function of behaviour prior to implementing tactics to reduce target behaviours. Once the function of a target behaviour (of a behaviour that challenges) has been identified, strategies can be implemented to reduce the future occurrences.

7.2 The function of behaviour can be determined from data collected on target behaviours and information collected from ABC charts. When required, more in depth functional behaviour assessments and functional analysis are completed.

7.3 Remember:

- Get to know the pupil well - A strong relationship based on trust and respect is one of the best preventative measures. Each member of staff should pair her/himself with primary reinforcement.

- Involve the pupils in decisions - Discuss with the pupil reasonable limits, appropriate to their age and understanding.

- Teach by example - Model respect for the pupils and for each other in all of your work.

- Encourage good behaviour - Notice and respond when pupils are behaving well, or are being helpful and co-operative, or just being quiet and friendly.

- Be consistent in your own behaviour - Encourage consistency in the team you work in.

- Understand the communication needs of the pupil - Objectives (long-term and short-term) should be set at the right level for each pupil.

- Make sure that the pupils understand exactly what is expected of them - Pupils should be attending to you before they are given instructions and instruction should be set at the right level with clear antecedents.

- Debrief - If appropriate debrief the pupil following an intervention (planned or unplanned). This debrief also includes a separate meeting with the staff involved and a meeting with the parents if necessary. As a minimum, parents are informed if interventions are used with their children.

- Record of incidents - All incidents should be recorded on SchoolPod or CPOMS if there is a safeguarding concern.

8. Behaviour Guidelines & Risk Assessment

8.1 Behaviour guidelines are written for all pupils to ensure a consistent approach. A full risk assessment is completed, and data are collected to determine the efficacy of these behaviour strategies and changes are made accordingly.

9.   Ethics Committee

9.1   The school has an Ethics Committee who provide an additional oversight to the use of restrictive practices in the school to manage behaviour that challenges.

9.2   The Ethics Committee includes members of staff across the team including a member of the School Management Team, a member of the safeguarding team, a member of the therapy team, the PROACT-SCIPr-UK Lead Instructor and teaching staff at different levels (e.g. Supervisor, Lead Teacher and Teacher). A CABAS® Consultant is also included on the Ethics Committee and attends termly meetings.

9.3   The Ethics Committee meets half-termly and meeting minutes are distributed to the full staff team.

9.4   The Ethics Committee is responsible for ensuring good practice across the school.

9.5   Restrictive practices are reviewed by the Ethics Committee, e.g. use of seclusion, use of physical interventions, pupils working in isolation, use of response cost.

9.6   Emergency unplanned procedures are reviewed by the Ethics Committee plus any concerns raised by staff regarding practice in the school.

10.   PROACT-SCIPr-UK®

10.1   Refer to the PROACT-SCIPr-UK® (Proactive Strategies for Crisis Intervention and Prevention) Instructors below on how to use a restrictive intervention.

10.2   There are five PROACT-SCIPr-UK® Instructors on the staff team:

- Kate Hewett: Lead instructor (ABA Consultant)
- Chloe Mason: Lead instructor (Supervisor)
- Rhys Jones (Lead Teacher)
- Bernie Allcock (Supervisor)
- Jack Barsby (Lead Teacher)

10.3   All teaching staff and therapy staff receive training in PROACT-SCIPr-UK® procedures and this training is regularly updated. An annual audit of the restrictive interventions used in the school is carried out by the Lead PROACT-SCIPr-UK® Instructor. This audit determines the training requirements of the staff and allows senior staff to review the procedures in place for individual pupils.

10.4   The five PROACT-SCIPr-UK® Instructors are part of the Behaviour Support Team along with further fully trained members of staff.

11.   Managing Behaviours that Challenge

11.1   General Guidelines

11.1.1 Any pupil with a language disorder will find expression of his/her deepest feelings difficult at the best of times. In an extreme situation, when the pupil is frustrated, such an expression of feeling may be virtually impossible. Additionally, the pupil is likely to be confused and not capable of complex reasoning. The consequence of this frustration and

inability to self-express may lead to behaviours that challenge. It is likely that a pupil displaying behaviours that challenge could be:

- seeking a very high level of individual attention;

- seeking to escape from the current task;

- having difficulties communicating his/her needs

- expecting some form of adult intervention and reaction;

- expecting the adult to offer an alternative which will relieve the situation;

- showing a lot of aggression reflective of the emotion which the pupil is trying to display. This may manifest itself in a "rage".

- being aggressive towards themselves or another pupil or person or property.

11.2   Restrictive Interventions

11.2.2   The terms restrictive interventions and restraint are used interchangeably in this policy.

11.2.3   The term 'restrictive intervention' is defined in the June 2019 DfE guidance 'Reducing the Need for Restraint and Restrictive Intervention' as:

- Planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently; and

- The sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so). These sub-categories include:

    o Physical restraint: a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person.

    o Chemical restraint: the use of prescribed medication for the purpose of controlling or subduing disturbed/violent behaviour.

    o Withdrawal: removing a child or young person involuntarily from a situation which causes anxiety or distress to themselves and/or others and taking them to a safer place where they have a better chance of composing themselves.

    o Seclusion: supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of severely disturbed behaviour which poses a risk of harm to others.

11.2.4   The Ofsted guidance 'Positive environments where children can flourish' (2021) also includes psychological restraint, and defines it as depriving a person of equipment or possessions, for example removing glasses so that they are unable to see to leave a room. This is never acceptable at Jigsaw School.

11.2.5   Any restrictive interventions used, must employ the minimum amount of force needed to avert injury, damage to property or to prevent a breakdown of discipline, and be applied for the shortest period of time.

11.2.6   Underpinning principles

- The use of force must, wherever possible be avoided

- There are occasions when the use of force is appropriate

- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned

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

11.2.7 The use of force is likely to be defensible when it is required to prevent:

- Self-harming

- Injury to other pupils, teachers or staff

- Significant damage to property, e.g. breaking furniture or IT equipment

- An offence being committed

- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

11.2.8 Where there is clearly documented evidence that particular sequences of events rapidly escalate into serious aggression the use of a restrictive intervention at an early stage may be justified provided that it is clear that:

- Proactive tactics have not been effective

- Risk assessment is carried out

- Other appropriate methods have been tried without success

11.2.9 If a physical restraint is necessary then the following guidelines must be followed as closely as the situation allows:

- Members of staff are not allowed to become involved in a physical restraint unless they have had direct training within Jigsaw CABAS® School.

- Members of staff must understand that physical restraint of a pupil must be seen as an EXCEPTIONAL intervention and will not be regarded as a matter of routine.

- Full records of the physical restraint must be logged on SchoolPod. It is also logged whether additional support was called.

11.2.10 If a pupil requires restrictive interventions or seclusion as detailed in their behaviour guidelines there needs to be a plan for decreasing the use of restrictive interventions and data to demonstrate the effective use of restrictive interventions. This plan needs to be explicit and should be part of the pupil's behaviour guidelines. This needs to be a considered approach.

11.3   Use of Aversives

11.3.1 Aversives are unpleasant stimuli that induce changes in behaviour through punishment. Aversive stimuli result in discomfort or pain including extreme heat or cold, loud noises and bitter flavours.

11.3.2 The use of aversives is not permitted under any circumstances at Jigsaw CABAS® School.

11.4 Non-aversive Strategies for Decreasing Behaviour that Challenges

11.4.1 Non-aversive strategies can be used to decrease incidents of behaviour that challenges. These strategies include planned ignoring, contingent observation and time out from positive reinforcement. These strategies are included within the pupil's individual behaviour guidelines and are used alongside strategies to teach replacement behaviours.

11.5 Sanctions

11.5.1 A sanction is a threatened penalty for disobeying a rule.

11.5.2 Sanctions taken against a pupil, for whatever reason, are not permitted at Jigsaw CABAS® School.

11.5.3 It is the school's policy to teach pupils high standards of behaviour and for pupils to conform willingly to the normally accepted and recognised social codes. This aim is achieved by emphasising the pupils' strengths at all times and through positive interactions with the staff.

11.5.4 A sanction can be distinguished from the behavioural procedure, response cost. Response cost is the removal of a positive reinforcer contingent on the occurrence of an undesirable behaviour and results in a decrease in the future frequency of that behaviour. One common situation in which a response cost is used to decrease undesired behaviour is in a token economy system, i.e. tokens are removed contingent upon the occurrence of an undesired behaviour. Response cost is only used in pre-planned guidance to address undesired behaviours. The Ethics Committee is required to approve strategies such as the use of response cost.

11.6 Staff Interaction

11.6.1 **Staff must not personalise abuse or aggression in these situations.** If a member of staff feels that (s)he is being emotionally affected and therefore upset by the behaviour that challenges being displayed, then the pupil is likely to be at greater risk. In these circumstances the staff member must hand over to another member of staff and withdraw.

11.6.2 **Listen to what the pupil says.** Do not ignore or accept any further verbal challenges. Try to divert the pupil's attention into a distraction of more positive behaviour. If a pupil makes a threat, divert the threat. Do not leave the pupil in the position where you have not offered an alternative.   If no alternative is offered the pupil may have to carry out the threat.

11.6.3 **Behaviour that challenges, involves the pupil AND the respondent.** Ensure that your own behaviour or use of language does not provoke the pupil or escalate the situation. Be prepared for an intervention to go on for a long time. Do not allow yourself to become emotionally involved.

11.7 Requesting additional support for managing behaviours that challenge

11.7.1 The tannoy (*1) can be used to call for help across the school.

11.7.2 Staff should call for behaviour assistance if they require additional support when active strategies are being employed with little or no impact.

11.7.3 Staff should call for help from the Behaviour Support Team in the case of the escalation of a behaviour that challenges that directly impacts the safety of the individual, other pupils and/or members of staff.

11.7.4 The PROACT-SCIPr-UK instructors should be called if the behaviours that challenge are continuing for a prolonged period of time (over 30 minutes) and/or when it is not possible to follow behaviour guidelines or behaviour guidelines are not having the required impact.

12. Reasonable Force

12.1 A restrictive intervention must employ the minimum amount of force needed to avert injury, damage to property or to prevent a breakdown of discipline – applied for the shortest period of time.

12.2 The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. Physical force may not be justified to prevent a pupil from committing a trivial misdemeanor, or in a situation that clearly could be resolved without force.

12.3 June 2019 DfE guidance provides some clarification: "There will be times when the only realistic response to a situation will be restraint or restrictive intervention. In a school, if a young child is about to run into a busy road, for example, or a pupil is attacking a member of staff or another pupil and refuses to stop when asked, then reasonable force to stop this may be necessary. But wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of the behaviour that challenges."

13. Chemical Restraint

13.1 Staff will administer medication as prescribed, but a child's placement at Jigsaw School would be reviewed if the child is requiring increasingly frequent use of medication to manage behaviours that challenge.

14. Seclusion

14.1 Seclusion is a form of restraint referring to the supervised containment and isolation of a pupil away from others, in a room/area from which they are prevented from leaving.

14.2 Seclusion must only be used to contain severe behaviours including those likely to cause harm to others and/or themselves.

14.3 Seclusion must be used for the minimum time necessary.

14.4 Seclusion takes place within a quiet room. There is a quiet room located within each building of the school. They are also used as rooms for pupils to withdraw or calm and in these cases, pupils are not secluded as the door is open and they are not prevented from leaving. In some cases, a pupil may close the door, but this is still not seclusion as they are not prevented from leaving the room.

14.5 If a pupil is assaultive or destructive and all measures for reducing this behaviour has not been successful then they can be moved to a quiet room (if safe to do so).

14.6   Pupils are not locked in rooms alone. There are exceptional circumstances where a pupil will be left in a room alone and a teacher remains on the other side of the door. The pupil can be seen at all times through a viewing window and the handle is held temporarily if the pupil's behaviour poses a risk to other pupils or themselves. There is also a release lock on the doors of each of the quiet rooms. These function in the same way as holding the handle of the door and automatically release (unlock) if the member of staff lets go of the lock. If a pupil is left in a room alone and the handle or lock is held then this is written up as an incident. These incidents are reviewed regularly by senior staff. It should also be noted that all quiet rooms have star locks on them to prevent pupils from accessing them when they are empty/not in use. The star lock is never used when there is a pupil in a quiet room.

14.7   Staff must offer the pupil a drink at scheduled times (at least every 20 minutes). If the incident occurs over the lunchbreak then lunch must also be offered.

14.8   If the pupil asks to use the toilet, then staff should aim to facilitate this request while considering the safety of the pupil and others.

14.9   Please note that seclusion can be clearly distinguished from:

- **Time out from positive reinforcement.**   Involves restricting the pupil's access to all positive reinforcement as part of the behavioural programme

- **Withdrawal.**   Removing a pupil from a situation which causes anxiety or distress where they can be continuously observed and supported until they are ready to resume their usual activities

- **Working in isolation.** Working with a pupil alone in a classroom to reduce risk to pupil and others. If a pupil is working in isolation, then there needs to be a plan for decreasing isolation. This plan needs to be explicit and should be part of the pupil's Individual Learning Plan or behaviour guidelines. This needs to be a considered approach.

14.10   Seclusion is not to be used with pupils in Early Years or Key Stage 1.

15.   Sub-type of Seclusion: Evacuation

15.1   Evacuating a classroom or area of the school (e.g. office or part of a corridor) is a sub-type of seclusion if the pupil is alone in this area and they are prevented from leaving.

15.2   If a pupil becomes assaultive or destructive in their classroom or another area of the school then other pupils need to be safely removed from that area. If the pupil's assaultive/destructive behaviour continues then staff can consider evacuating the area as well. If required for safety reasons, they can close the door behind them and keep the pupil inside the room/area of the school (e.g. corridor). They must be able to see the pupil (e.g. via a viewing window). They can hold the door and prevent the pupil from leaving the room/area if they or others are at risk by the pupil leaving. They must record the duration of time that the pupil is alone in the room/area. They must be clear as to when they will re-enter the room/area (e.g. once pupil is sat down/away from door/calm) and they must offer the pupil a drink at scheduled times.

15.3   As per the guidance on seclusion, the same rules are in place for providing lunch and opportunities to go to the toilet.

15.3   The term 'evacuation' should be used when recording these incidents and staff must be clear that this is a restrictive practice and is a sub-type of seclusion.

16.   Restricted Access to the Environment

16. 1   If a child is in a quiet room, classroom, or area of the school alone, but the door is open then this is not seclusion.

16.2   The definition of the door is open is that the teacher should be able to stand at least sideways in the space.

16.3   It should be noted, however, that in these cases the pupil has restricted access to their environment as they may be secluded if they approach the door. These incidents should be recorded as restricted access to environment.

16.4   When preventing pupils from leaving an area of the classroom using portable display boards or mats then this is also restricted access to the environment. The pupil is not alone so it is not seclusion.

17.   Impact on Pupils

17.1   Research shows that the use of restrictive interventions has a significant physical and emotional impact on children. It is therefore imperative that restrictive interventions data are reviewed by the staff team, the Ethics Committee, the PROACT-SCIPr-UK Instructors and the School Management Team.

17.2   The impact on pupils witnessing incidents of behaviour that challenges cannot be underestimated. If appropriate, these pupils must be debriefed by teaching staff following these types of incidents. A follow-up meeting the next morning should also be considered. Staff should report back to parents if pupils have witnessed incidents so that parents can also follow-up and report information back to school as necessary.

17.3   If pupils are unable to communicate how they feel then staff must closely monitor changes in behaviour, e.g. not wanting to be near certain pupils, showing signs of anxiety, not wanting to go to certain areas of the school.

17.4   If pupils are showing signs of being anxious around certain pupils, then appropriate strategies must be implemented to address this.

17.5   Incidents that include the use of restrictive interventions must be minimised and proactive strategies must also be under constant review.

18.   Impact on Staff

18.1   The impact on staff managing incidents of behaviour that challenges cannot be underestimated. Follow-up meetings must take place between the Line Manager and the member of staff involved. Further support is available from the School Management Team and HR department.

18.2   It is important that incidents of behaviour that challenges are not normalised. For further guidance refer to the Staff Wellbeing Policy.

19. Planned Intervention

19.1 Pre-arranged strategies and methods, which are based on a risk assessment, are recorded in each pupil's individualised behaviour guidelines. The guidelines are included in each pupil's individual curriculum file. The PROACT-SCIPr-UK Lead instructor, Senior Staff and Parents agrees these in advance.

19.2 If appropriate, pupils are debriefed following a planned intervention.

20. Emergency or Unplanned Intervention

20.1 Emergency or unplanned interventions are the use of restrictive interventions that are not within a pupil's behaviour guidelines. To clarify, if a physical restraint or if seclusion is used, and this is not written in a pupil's behaviour guidelines, then this is an emergency or unplanned intervention.

20.2 Unplanned or emergency intervention may be necessary when a pupil behaves in an unexpected way. In such circumstances, members of staff retain their duty of care to the pupil and any response must be proportionate to the circumstances.

20.3 Staff must call the Behaviour Support Team and/or a member of staff from the School Management Team and/or their Supervisor to support with making decisions about the appropriate action to take. Two members of the Senior Team (School Management Team, PROACT-SCIP Lead Instructor, Supervisor) are required to decide about the use of an emergency or unplanned intervention.

20.4 Staff must use the minimum force necessary to prevent injury and maintain safety consistent with the appropriate training they have received.

20.5 Any emergency or unplanned intervention must be communicated to parents either face-to-face or via a telephone call. Parents to be contacted immediately after the incident or during the incident if it is ongoing. The information must also be communicated to a member of the School Management Team if they were not involved in the decision to use the procedure.

20.6 If appropriate, pupils are debriefed following an emergency or unplanned intervention, including the pupils who witnessed the event, but were not involved directly.

20.7 If appropriate, staff are debriefed following an emergency or unplanned intervention.

21. Searching Pupils for Prohibited Items

21.1 A member of the staff of a school who has reasonable grounds for suspecting that a pupil at the school may have a prohibited item with him or in his possessions may search that pupil or his possessions. A search under this section may be carried out only where:

- the member of the staff and the pupil are on the premises of the school; or

- s/he is elsewhere and has lawful control or charge of the pupil.

21.2 Prohibited items include:

- knives and weapons

- alcohol

- illegal drugs

- stolen items

- tobacco and cigarette papers

- fireworks

- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

21.3   Individuals carrying out the search must provide a reasonable level of personal privacy.

21.2   A person may carry out a search under this section only if:

- s/he is the head teacher or deputy head teacher of the school; or

- s/he is a member of school staff and has been authorised by the head teacher or deputy head teacher to carry out the search.

21.3   Staff have the right to refuse to carry out a search on the request of a Head teacher/deputy head teacher and shall receive no sanctions for doing so. A person who carries out a search of a pupil under this section:

- may not require the pupil to remove any clothing other than outer clothing;

- must be of the same sex as the pupil; and

- may carry out the search only in the presence of another member of the staff who is also of the same sex as the pupil.

- There are limited occasions where it is possible to carry out a search of a pupil of the opposite sex and/or without a witness present only where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

21.4   A pupil's possessions may not be searched under this section except in his presence and in the presence of another member of the staff. If, in the course of a search under this section, the person carrying out the search finds a weapon or any other thing he has reasonable grounds for suspecting is evidence in relation to an offence, he may seize and retain it.

21.5   A person who exercises a power under this section may use such force as is reasonable in the circumstances for exercising that power. A person who seizes knives, weapons, illegal drugs, extreme or child pornography and illegal weapons must deliver it to the police as soon as reasonably practicable.

22. Complaints and Allegations of Abuse

22.1   If a pupil is not happy about how an incident has been handled then they can speak to any member of staff (see Complaints Policy) or the Designated Safeguarding Lead (see Safeguarding and Child Protection policy).

22.2   If an allegation of abuse by a pupil against a member of staff is determined to be unfounded, false, or malicious then this will be referred to the Designated Safeguarding Lead. The Designated Safeguarding Lead will report the incident to Social Services to determine whether the child or young person concerned needs additional services.

23.   Use of Racist Language

23.1   All use of racist language must be reported and logged (CPOMS). This behaviour is addressed on an individual basis. The school keeps a record of all racist incidents and these are addressed by following the procedures described in the Anti-Bullying Policy.

24.   Incident Reporting

24.1   Written records are held in the form of data sheets and detailed incident reports (SchoolPod or CPOMS) and are monitored daily. Parents are informed within 24 hours of any incidents involving their child through daily communication books or by phone if necessary. For further information refer to the Health & Safety Policy, Anti-Bullying Policy or Safeguarding & Child Protection Policy.

25.   Staff Training

25.1   It is essential that all staff maintain a consistent approach. Full training on Behaviour Management Strategies is provided during staff induction. Each member of staff is thoroughly trained in the CABAS® methodology as part of their individual professional development programme and receives training in PROACT-SCIPr-UK® to provide them with the appropriate level of expertise and support. The CABAS® training provides them with a knowledge and understanding of strategies and tactics that can be used to increase appropriate behaviours and decrease behaviours that challenge.

25.2   The SMT ensures staff are deployed effectively throughout the day to provide appropriate support and staffing levels to all pupils.

26.   Roles & Responsibilities of Staff & Governors

26.1   The Director of Education will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact.

26.2   The Director of Education and staff will apply the principles identified in this policy when implementing the following whole school approaches to positive behaviour.

26.3   The governing body will evaluate the impact of this policy by receiving data from the Director of Education and through governor visits to observe procedures.

27.   Involving Parents

27.1   The Supervisor will ensure that parents are kept updated with changes in pupil behaviour.

27.2   Updated behaviour guidelines are sent home and are discussed in more detail with parents in 6-monthly meetings (annual reviews and progress reviews) and when requested.

27.3   An increase in behaviours that challenge should be discussed with parents to determine if there are any changes at home and to determine if the same behaviours are being seen at home.

27.4   Any sudden changes in pupil behaviour will be discussed with the parents by the Supervisor or School Management Team and it may be suggested that these be reviewed by a Medical Practitioner to rule out any medical issues.

27.5   The School Management Team will determine if a CAMHS referral is required to provide more support to the pupil and his/her family.

28.   Policy Review

28.1   This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

28.2   To ensure effectiveness, this policy will be monitored and evaluated through Staff & Governor training.

28.3   Incidents will be logged and reviewed, and Governors made aware, to demonstrate success.

28.4   This policy was last reviewed in October 2021

29.   Version History

No.	Date	Amendment
1.1	Oct 2018	
1.2	Oct 2019	Updated terminology. Included section to define aversives, a section to define sanction, a section to differentiate between sanctions and response cost,
1.3	Oct 2020	Sections 15-17 relating to seclusion have been clarified and updated; Section 21 emergency or unplanned interventions has been defined, and communication guidelines updated; section 24 tightened reference to Anti-Bullying policy
1.4	Nov 2021	Some formatting changes including information moved to different sections. Terminology updated: Section 7, 'descriptive analysis' replaced with 'function of behaviour'; Section 11 'primary and secondary prevention and diffusion' replaced with 'proactive and active strategies'. Updated and clarified the terminology 'restrictive interventions' and 'restraint'. Section 11.8 has been updated and clarified regarding the levels of support that can be requested. Section 21 updated to include details of prohibited items and clarification of the process for searching for these. Guidance and Legislation updated to reflect changes in guidance.

30.   Related Legislation & Guidance

Document	Location
Use of Reasonable Force. Advice for headteachers, staff and governing bodies. July 2013	http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force
Behaviour and Discipline in Schools. Advice for headteachers and school staff. January 2016. Available from DfE	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf
PROACT-SCIPr-UK® Instructors all have a copy of the recent edition of the BILD Code of Practice for the use and reduction of physical interventions 2010 and have a downloaded copy of the **Department of Health Guidance for Restrictive Physical Interventions 2002.** This document is consulted alongside the BILD Code of Practice regarding the use of physical interventions. *This document is to be used in conjunction with updated guidance. It is being faded out this academic year 2019-20.*	
School Standards & Framework Act 1998 (Section 61)	
Education & Inspections Act 2006 (Sections 93-95)	

Violent Crime Reduction Act 2006 (Section 45)	
Reducing the Need for Restraint and Restrictive Intervention. Non-statutory guidance published jointly by the Department for Education (DfE) and the Department of Health and Social Care (DHSC) in June 2019 on reducing restraint and restrictive intervention in health and social care services and special education settings.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf
Reducing Restrictive Intervention of Children & Young People: Case Study 7 Survey Results. The Challenging Behaviour Foundation, January 2019.	
Restraint Reduction Network Training Standards	RRN_covers_artwork_FINAL.indd (restraintreductionnetwork.org)
Special educational needs and disability code of practice: 0-25 years	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies January 2018	Searching, screening and confiscation (publishing.service.gov.uk)
Keeping children safe in Education (2021)	Statutory guidance overview: Keeping children safe in education - GOV.UK (www.gov.uk)
Positive environments where children can flourish (2021)	Positive environments where children can flourish - GOV.UK (www.gov.uk)

31.   Related Internal Documentation

Document	Electronic Copy Location
Safeguarding & Child Protection Policy	Common / MyJigsaw /POLICIES / School
Health & Safety Policy	Common / MyJigsaw /POLICIES / School
Staff Wellbeing Policy	Common / MyJigsaw /POLICIES / Trust
Anti-Bullying Policy	Common / MyJigsaw /POLICIES / School