



BENSHAM MANOR School

Behaviour Policy

Last reviewed: September 2017



RATIONALE

This document is a statement of the aims, principles and strategies for managing pupil behaviour at Bensham Manor School.

The policy reflects the beliefs of the Governors and the staff.

The implementation of this policy is the responsibility of all members of the Bensham Manor School community.

The policy exemplifies the aim of the school, which is to present a secure environment that promotes an ethos of mutual respect and caring in order that students may develop self-confidence, self-worth, respect for others, and a sense of their own and others' equal value regardless of race, gender, class or disability.

The school recognises that the most significant factor in maintaining good standards of behaviour is to offer students high quality teaching and learning experiences throughout the day.

AIMS

The central aim of this policy is to make Bensham Manor School a place where children wish to be. This policy aims to;

- help children to raise self-esteem and achievement in learning through developing the ability to manage their own behaviour
- deal with any cases of misbehaviour, including bullying.

STANDARDS OF BEHAVIOUR

Standards of behaviour are governed by a simple code of conduct. We expect;

- to establish good working relationships through mutual respect and courtesy
- to develop self-discipline and make appropriate choices
- to encourage students to have a sense of responsibility for themselves, others, the school and its equipment
- to encourage students to have a positive attitude
- To work to the best of their ability.

We recognise that children are happy when they behave well, unhappy when they misbehave.

ETHOS OF THE SCHOOL

Our aim is to ensure a positive school ethos which emphasises the promotion and reinforcement of acceptable behaviour and not just the elimination of unacceptable behaviour. We want to promote acceptable behaviour in order to develop relaxed, secure and content students. Therefore, to provide a secure, caring environment we aim to present an atmosphere based on mutual respect and concern, which is encouraged by devoting time and understanding to students' problems and being active partners in an effective pastoral system.

Putting the Ethos into Practice

The overwhelming majority of Bensham Manor students are co-operative and positive participants in school activities.

We believe that children can choose how they behave.

We are committed to effective classroom management and the group management skills that develop our abilities to relate to students. We believe it is important that members of the school community should note other people's viewpoints and develop self-respect.

We aim to encourage student participation by:

- Emphasising students' successes and assisting them with their difficulties discreetly.
- Recording progress with students
- Setting up participative structures, such as a school council, school eco council and a "Senior Students" programme.
- For good behaviour and achievement merit marks are awarded which earn meaningful rewards
- Promoting extra-curricular activities.

Good lessons generate good behaviour and we aim to ensure that classroom management and teaching skills are designed to keep students involved and interested in their work. As a staff we should;

- Begin lessons on time
- Welcome students each morning and make positive remarks to start the day or a lesson
- Ensure that structured and purposeful activities are available during morning tutor time
- Establish clear guidelines for what is expected of students each morning
- Where appropriate, make students responsible for their own personal organisation, e.g. pens, pencils, etc.
- Have a well structured start and end to the lesson - a regular routine which is familiar to all with consequences well understood.
- Where appropriate, to ensure that a class lines up in corridor before a lesson is given permission to enter a classroom and that they enter in a calm and orderly manner.
- Ensure that lessons are well-prepared and structured towards motivating and stimulating the students' interests
- Correctly differentiate learning activities and tasks so that students are purposefully occupied and motivated
- Mark work promptly and constructively
- Set homework regularly, check that it has been completed and comment on it positively.
- Encourage creative dialogue with students e.g. through the use of open questions.

SUPPORTING BEHAVIOUR IMPROVEMENT AT BENSHAM MANOR

An essential part of being a member of staff at Bensham Manor is to provide a behaviour role model for children so that they see;

- Mutual respect between staff
- That each member of staff has a role that their colleagues value.

Staff are reminded that they should dress in a way that enables them to discharge their responsibilities most effectively.

Staff at Bensham Manor should always encourage students to deal with conflicts without aggression; staff should assist students by promoting or suggesting alternative strategies for coping with disputes and difficulties.

Reinforcing Good Behaviour

The school ethos is that students are motivated more by suitable rewards rather than by punitive sanctions and all students are encouraged to take part in the school reward systems.

Staff should self-monitor how often they give praise and how many times they criticise. They should keep the balance on the praise side. It helps if we give a lot of attention and praise to students who settle down quickly and possibly ignore others until they have settled down, avoiding nagging, negative remarks and confrontation.

As we welcome students each morning, we need to remember that our voices, body language, gesture and communication all need to indicate positively that we are pleased to see them - our students need to feel wanted, valued and welcomed. We need to remember that many of our students have a very poor self-image. They may try to make us reject them, for example, by their swearing or bad behaviour. Staff should be aware that they should not acknowledge all attention-seeking behaviour.

Achievement Assembly

The school has a weekly achievement assembly usually conducted by the Deputy Head teacher which celebrates class and individual student's work and behaviour. It is an opportunity for work to be shown to the whole school.

The awarding of merits and the good letters home enable the focus to be positive and also ensure that those students who always behave well and seldom seem to achieve any reward, can be acknowledged.

THE ASSERTIVE DISCIPLINE FRAMEWORK

The introduction of an Assertive Discipline framework enables teachers to establish a framework of classroom rules, rewards and consequences which students are clear about and expect to be implemented. The approach objectively focuses on the behaviour of students and seeks to avoid direct confrontation between teacher and student.

The emphasis is on acknowledging the positive aspects of behaviour in class and seeking to reward this as much as possible, within a framework that is clearly appreciated and welcomed by students. The application of the framework allows teachers to systematically and consistently refer to a set of established rules and rewards to all students in a class.

Examples of successful strategies are:

- give lots of attention and praise to those students who are following classroom rules: 'catch the positive moment'
- award individual merits or credits in the student's school diary whenever possible
- praise written on students' work
- work displayed both on walls and at assembly
- ensure that positive letters are sent home, or positive phone calls made

THE SCHOOL ENVIRONMENT

The school environment is important. We should make sure that the environment is one that students want to be in. We can do this by:

- providing stimulating, interesting, attractive classrooms and corridors
- keeping classrooms clean and tidy
- reporting all instances of damage at once
- participating in and recognising the importance of duties in and around school

The school expects students to

- come in to classes calmly
- engage in lessons when they arrive
- speak quietly
- work sensibly within the classroom
- not fight, argue or chew gum
- ask for help if they do not understand something
- try to be polite at all times
- walk in the corridors
- follow the classroom instructions

Guidelines applying to all students are that they

- are not allowed to bring food, including chewing gum, into school
- should not bring personal possessions into school
- Are not allowed to leave the school premises during the school day. (Unless they are Year 11's who may earn a 'Town Pass' as a reward for good behaviour or achievement).

Bullying (also see Anti-Bullying Policy appendix)

We are committed to eradicating bullying. All cases of bullying will be dealt with immediately by the appropriate member of staff and will be reported to the Head of School. We will listen to complaints from anyone that they have been subjected to bullying within the school. In encouraging an "It's OK to tell" policy, procedures will be set up to protect victims of bullying. For more details, see bullying policy.

Physical Assault

Physical assault is defined as a form of physical handling that the recipient does not welcome or with which he or she is uncomfortable. It is a misuse of power by the person who is inflicting it.

Reporting all forms of physical assault to the Head of School.

If a member of staff or a student is physically or verbally assaulted, it must be reported to a senior member of staff. No form of assault, even by the least able child, should be considered acceptable. It is not 'part of the job' for staff nor is it an acceptable consequence for students who are in the same class as a student who may act in this way.

PHYSICAL RESTRAINT/POSITIVE HANDLING

Staff should always try to deal with a situation through other strategies before using physical restraint or positive handling.

Physical Contact

For some students positive physical contact is reassuring but needs to be used with discretion. E.g. a pat on the shoulder or back or The 'School hug' (a hug around the shoulders from the side). A few of our less able students

may need physical support to be guided around the school in an appropriate manner. In general, the age and ability of most Bensham Manor students means that physical contact with staff is neither necessary nor appropriate.

Physical restraint must only be carried out if it is reasonable, proportionate and necessary.

Unless the situation is an emergency it should only be carried out by a member of staff who has attended appropriate training.

For the academic year Sept 2015 – Sept 2016 the relevant staff are;

Phil Poulton, Robin Barwick, Anne-Marie Abalo, Richie Morley, Sam Richards, Nic Payne, Cindy Stott, Glenn Myers, Ben Allenby, Maria Elvin, Sue Card, Nic Payne, Jason Hughes, Natalie Taylor, Fiona Robinson, Polly Howells, Alison Connor, George Dapaah, Jo Mitchell, Sarah Cheetham

- If a member of staff who is not qualified feels restraint or positive handling is necessary, one or more of the staff listed above should be called in order to carry it out.
- An untrained member of staff may carry out restraint or positive handling if deemed necessary but this should be avoided if possible.
- Staff should always try to deal with a situation through other strategies before using physical means.
- All staff should develop strategies and techniques for dealing with difficult students and situations which they should use to defuse and calm a situation whenever possible...

There are, however, rare occasions when some form of physical restraint or positive handling may need to be used and the following should be noted.

As from 1 September 1998 a new provision came into force which allows teachers to use reasonable restraint:

- to prevent students committing a crime
- causing injury or damage
- causing disruption

There are two relevant considerations in using reasonable force:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Any member of staff would be entitled to intervene in an emergency i.e. if a student was at immediate risk of injury or on the point of inflicting injury on someone else,

Any member of staff who has needed to use physical restraint must afterwards inform the Head Teacher as soon as possible.

An online SIMS Report must be completed as soon as possible after any occasion of serious misbehaviour. A copy should be sent to the tutor of the relevant student, their Head of Year and the Head Teacher. Whenever possible this should be done on the day of the incident.

BEHAVIOUR SUPPORT PLANS

If a child repeatedly exhibits a behaviour that causes concern a Behaviour Support Plan will be drawn up in order to identify and coordinate the strategies that will be used in order to help the child learn to improve their behaviour.

- The child should be observed for one week in order to identify possible triggers for the behaviour.
- The plan must be drawn up by the class tutor in consultation with a member of the SLT and all those who work with the child regularly.
- The plan must be agreed and signed by the child (where appropriate) and the child's parent/carer.
- A hard copy of the completed plan must be circulated to all staff who work with the child regularly and must be posted on the behaviour log of the school intranet so that all staff can refer to it.
- Where appropriate, the child concerned should carry a copy of the plan in their school diary throughout the school day. Staff should encourage the child to refer to the plan.
- The plan should be reviewed at the end of each half term.

MAKING ASSERTIVE DISCIPLINE WORK

The Aim of assertive discipline is to create an environment where all children can learn, and teachers can teach. This can be achieved by a calm objective approach. Anger should not be used as a tool to control behaviour.

Classroom rules should include the following:

- Always follow directions
- Keep your hands and feet to yourself
- No touching others unless this forms part of the lesson e.g. gymnastic activities in PE
- No name calling, cussing or swearing
- Do not leave the classroom without asking
- Do not interrupt when other people are speaking to the class

Class and subject teachers need to be clear about their routines and specific directions.

Identify all your activities and decide how they will happen in the classroom

- * how students enter room
- * when giving a directed lesson in front of the class
- * when students are working independently
- * when students are working in small groups doing co-operative learning tasks
- * when the class having a group discussion
- * when the class, or a group, is doing practical work

These procedures need to be taught to a class and reinforced regularly

- how students leave classroom
- Movement around classroom, to use computers, get pencils etc.

Special Procedures

- when fire bell rings
- going to assembly
- going on a trip
- using the mini-bus
- lunch arrangements

- travelling for PE and swimming

For the orderly running of the school, all staff and students teach and use the same routines.

REWARDS AND SANCTIONS

The success of the system depends upon the consistent application of both rewards and sanctions - with the greatest emphasis on the former.

Praise the positive before tackling the negative behaviour

Rewards:

- Praise
- Bensham Manor merits
- Positive letters sent home

Criteria for giving Merits

Students need to know why they are given merits. Lessons should finish 5 minutes before the end, so that the teacher can discuss with students the merits being given for the lesson and lead the students towards self-assessment.

Merits may also be awarded for praiseworthy behaviour outside lessons.

Each time 25 merits is achieved, the student's name will be entered into the half-term "Grand Draw" for a prize. The nature of this prize will be discussed and agreed with the school council.

In addition, on the Friday of the week 25 merits are achieved, the student may wear their own clothes to school. There are other small rewards for the accumulation of each 25 merits.

There will be a Head teacher's award at the end of the year for the highest achieving students.

When giving out merits, staff should take into account individuals and make sure they know what they have achieved and why the merit is deserved. They should not be handed out as a matter of course.

The system will be reviewed at the end of the year.

Procedure for Late Arrival to Classrooms

- The school office should be notified by telephone and to check whether the pupil has a legitimate reason for lateness e.g. has attended counselling or had an appointment elsewhere.
- The Classroom support assistant should look for the pupil. The school office or Teaching Assistant should notify a member of SLT that a child is unaccounted for; Phil Poulton Head Teacher, Yvonne O'Brien Deputy Head, Assistant Heads; Fiona Robinson Robin Barwick, Jason Hughes
- If without classroom support assistant or any other adult a responsible student to the office

When a student fails to arrive for lesson within 10 minutes of the start time without good reason, an appropriate sanction i.e. Morning break or lunch time detention should be given.

If a student arrives under 10 minutes, then they are to be reminded of the rules.

Procedures for no response to Assertive Discipline Consequences

Each student should be aware of the approach of '3 strikes then out'

1. **Verbal Warning**
2. **Name written on Whiteboard**
3. **X written next to name**
4. **Last Resort - XX written next to name and student removed from room**

'Rescuing the situation' – Sometimes pupils may not have realised that their behaviour is unacceptable. Even in cases where they do, it is important they learn that a situation can be 'recovered'. For example a pupil who is constantly interrupting others may be told that if they desist from the behaviour for the next 15 minutes then their name may be removed from the Whiteboard.

What if the student won't leave the room?

The support staff will go to the nearest member of SLT or Head of Year and report the situation.

What will happen then?

If possible the member of SLT or Head of Year will come to the class and ask the student to leave the class. If possible means that:

- There is a classroom support assistant able to be responsible to cover the senior teacher's class.
- The Senior Teacher gauges that their class can be left safely whilst the student is removed from the room.

It may be that in order to remove the student the senior teacher will ask the subject teacher to temporarily cover the senior teacher's class.

BENSHAM MANOR AIMS TO ENSURE THAT NO TEACHER WILL BE LEFT WITHOUT SUPPORT AND THE STUDENT WILL ALWAYS BE REMOVED FROM THE CLASSROOM OR ISOLATED BY REMOVING THE REST OF THE CLASS TO SAFETY.

How will the matter be followed up?

- There will be no discussion of the problem when the child is removed from the room. As soon as possible the class teacher must write the online SIMS and send it to the Head Teacher, Head of Year and the child's tutor. Although the report should be written on the day of the incident it is advisable that the member of staff allows a 'cooling off' period so that reports are reflective and accurate rather than written in the heat of the moment. It should not be an opportunity to 'vent' the understandable emotions that may follow a difficult situation.
- SLT (Senior Leadership Team) will read the reports each day. In consultation with the Head, the parents of the child will be notified that day, if possible. This will be to prevent any deterioration of behaviour and will be used as a support mechanism. Staff will be informed of the phone calls made to parents.

What will the student do in the member of SLT or Head of Year's room?

- The student will be told to sit quietly with the senior teacher, who will judge if the student is calm enough to discuss the problem, or needs to sit quietly to calm down before discussing the problem.
- The senior teacher will decide an appropriate activity for the student for the remainder of the session.
- The main issue will be for the senior teacher to use this time to understand the reason why the student has been disruptive and try to sort the problem out and if possible return the student to the original class.

What to do if a student is outside a class distracting the class from learning?

- Follow the same procedures as those for removing a student from class.
- The Head of School will follow up and deal with students who are out of class.

What will happen if a student creates a dangerous situation within the classroom whilst waiting for help?

- After sending a responsible person for help, remove the class and leave the student alone in the classroom - if possible leave the teaching assistant (or the class teacher with the TA watching the class) outside the door.

What will happen if a student storms around the site?

- Initially the senior teacher will try to resolve the problem.
- If the student is unresponsive, a teaching assistant will be asked to keep a distant eye on the student.
- If the student goes off the site, staff to alert office, who will inform parent and the Police if necessary, i.e. if it has not been possible to stay with the pupil and they are vulnerable

if Students are

- physically violent to each other or staff
- throwing furniture/items around the room
- excessively abusive to staff - swearing blatantly at staff

Then a Serious Incident sheet must be completed and also show in detail what happened.

STUDENTS SHOULD BE ENCOURAGED AT ALL TIMES TO MAKE THE RIGHT CHOICE

Exclusions

Violence against students, staff, and property will lead to students being excluded. Only the Head Teacher or Deputy Head teacher can exclude students.

After Exclusion

If the behaviour continues to deteriorate either an annual review will be called or the Educational Psychologist will be asked to do an assessment of the student's needs.

Fights

If 2 students skirmish on 'even terms' at break – an after school detention will follow. If one student is violent towards another an internal/external exclusion will follow. If staff intervene in a fight he/she does so at their own risk.

Class teachers must sign these programmes with comments at the end of lessons. These programmes are to encourage students at risk to behave

Staying in class

Once in class every effort should be made to ensure students do not leave the class without a class pass. Students should be discouraged from leaving the classroom unless it is absolutely necessary to do so. E.g. a teacher should maintain a supply of pencils that can be borrowed rather than permit a student to return to the tutor group room in order to collect something to write with. No student should be allowed to leave the classroom for the toilet unless absolutely necessary. Students should be encouraged to go to the toilet at break time, lunchtime and between changes of class.

APPENDIX 1 – ANTI BULLYING POLICY

RATIONALE

We regard bullying as a form of behaviour where an individual or group deliberately uses power to hurt or intimidate over a period of time, or in an isolated incident. In our school we recognize that bullying could occur between individual students, between groups of students and an individual student and between groups of students. It could also happen in the same way between members of staff and also between staff and students. As such it is not tolerated at Bensham Manor and this policy presents the appropriate course of action for people to follow. It further follows that the school must have the will and the means to:

- discover bullying
- prevent bullying
- deal with bullying
- support the bullied
- prevent bullies continuing to bully
- endeavour to assist bullies to change their attitudes so they do not continue bullying

DEFINITION

Bullying is a behaviour which:

- is deliberately hurtful (even if the bully does not realise just how hurtful)
- is repeated over a period of time
- is very difficult for the bullied to put a stop to it
- may be physical
- may be verbal
- may be "indirect" (e.g. by turning other children against the victim)
- can have its seriousness measured by gauging the degree of effect it has on the victim

AIMS

Our aim at Bensham Manor is to create a safe and secure environment for all, where bullying cannot thrive. We aim to make Bensham Manor a bully free zone.

The school aims to:

- support the bullied as a first priority
- have an ethos in which bullying is less likely to occur
- implement preventative approaches to make it less likely that bullying will occur
- give constructive responses when bullying does occur which make it less likely that there will be a repetition
- encourage victims to disclose and for disclosures not to lead to repercussions (from the bully)
- use sanctions to try to prevent bullies continuing to bully (whilst ensuring that the use of sanctions does not indirectly make things worse for the victim)
- consider productive ways of working with bullies aimed at changing bullies' bullying attitudes (and therefore, actions)

MEASURES

- The topic of "Bullying" is approached, in for instance assemblies, tutor time, PSHE, anti bullying week and student council (this policy to be discussed at student council).
- All staff, especially when on duty, are vigilant and responsive
- every instance of reported bullying (whatever the source) is investigated and dealt with, parents/carers/carers must be informed.

GUIDELINES

Preventing Bullying

We aim to prevent bullying through:

- The establishment of an environment in which staff and students value and support one another, people are listened to and taken seriously, and appropriate behaviour encouraged.
- The reinforcement of socially appropriate behaviour, through a broad range of curriculum activities.
- The establishment of clear lines of communication between students, carers and staff.
- Our commitment to maintaining our levels of awareness and knowledge about bullying through staff Inset.
- Our commitment to the positive reinforcement of appropriate behaviour.
- The positive use of unstructured time.
- Our commitment to monitoring and supervision of the routines of school life.

Reporting Bullying

Students are encouraged to tell an adult about incidents of bullying. Staff are responsible for either acting on or referring to tutor information about incidents. Serious incidents are reported to the Deputy Head/Head teacher.

Responding to Bullying

Attempts to resolve bullying may include:

- Making it clear that the bullying behaviour is unacceptable
- Developing empathy in the bully
- Working around the incident in PSHE lessons, in groups and as a whole school during anti bullying week. Approaches must be appropriate for the students ensuring necessary vocabulary is taught (verbal & non verbal)
- Talking to the victim and making suggestions about strategies for avoiding or dealing with bullying behaviour
- Monitoring those involved
- Counselling individuals and groups
- Using sanctions, which usually include contact with parents/carers

APPENDIX 2 - POSITIVE BEHAVIOUR MANAGEMENT

All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem.

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours.

All behaviour management plans should be formally agreed by staff and parents/carers before implementing them in school. Plans should be formally recorded in accordance with school procedures and set out the action taken to:

- Meet the student's needs
- Encourage the student to make positive choices and develop self-control
- Support the student in difficult situations
- Safely manage crises if and when they occur

Being proactive

Proactive strategies to include

Positive Environments

Consider:

- Physical setting
- Social setting
- Activities and instruction
- Scheduling and predictability
- Communication

Active strategies to include

Calming Techniques	Non Verbal Techniques	Verbal Techniques
<ul style="list-style-type: none">• Identify• Reflect• Empathise• Reassure• Redirect• Praise	<ul style="list-style-type: none">• Redirect• Eye contact• Close proximity• Touch control• Effective use of space• Body posture• Plan to ignore• Facial expressions• Access to preferences	<ul style="list-style-type: none">• Talking• Distraction• Reassurance• Understanding• Modelling• Humour• One to one• Remind student of natural consequences• Coping strategies• Use positive language• Relaxation

APPENDIX 3 - SIMS RECORDING/INCIDENT LOG

The School Incident Log resides on the SIMS system. Regular (half-termly) 'hard copy' reports are created by the Head Teacher so that physical records are maintained; these are the basis for regular reports to the Governors Behaviour and Safety Committee where behaviour trends and improvements in management can be analysed and discussed.

The following exceptional events must always be reported and recorded with dates, full details, witnesses etc.

- any incident when a student leaves school premises, even if they subsequently return
- any indication from a student that touch used in teaching is seriously resisted or found objectionable
- any incident of incontinence that requires staff help to clean the genital area of a normally continent student
- any incident when a member of staff feels that they have behaved inadvertently in a way that could be misconstrued as sexually provocative
- incidents when a student behaves in a sexually provocative manner towards a member of staff
- any allegations of sexual harassment to or by staff or students
- any incident involving serious damage to property
- any incident involving serious theft
- any occasion on which a student or staff member has suffered injury
- any visits of police officers to interview a specific student
- any disciplinary incidents serious enough to warrant a request to parents/carers to visit school and see Head or Deputy
- any exclusion from school
- any incident of drug abuse or substance abuse in school
- any occasion when a student is required for disciplinary reasons to remain in school beyond school hours
- any other incident serious enough to disturb substantially the smooth running of the school

If staff are unsure about, or disagree with the strategies within a behaviour or care plan, or the manner in which colleagues carry out the strategies, they should consult with a colleague, senior member of staff or child protection officer if appropriate.

APPENDIX 4 - RISK ASSESSMENT AND PLANNING FOR USE OF PHYSICAL INTERVENTIONS

Some children behave in ways that make it necessary to consider the use of physical intervention as part of a behaviour management plan. All identified behaviours necessitating use of physical intervention should be formally risk assessed. The resulting risk management strategy must be compatible with a positive behaviour management approach. Planned use of physical intervention must be clearly shown to be in keeping with the student's statement and his or her individual education plan. It should also be properly documented within school records.

All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a student, and the use of force to restrict movement or to disengage from students whose behaviour presents a clear risk of injury.

Techniques and methods for controlling and restraining students using physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named student.

They should be agreed in partnership with the student (if appropriate), parents/carers (or those with parental responsibility) and other statutory agencies working with the student. This is especially the case when children are looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of force in and out of school.

In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy should be agreed and the matter referred to the LEA. If necessary, adjudication might be offered by an independent officer nominated by the local Area Child Protection Committee.

Risk Assessments are also completed for students who are potential "runners" and included with IEP.

Use of Physical Interventions in Unforeseen and Emergency Situations

It is acknowledged that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

Before using force – staff attempt to use diversion or diffusion to manage the situation

When using force – staff must use techniques and methods with which they are competent, confident and permitted by the school

In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with the section "School Expectations".

Staff should always report and record use of physical force that occurs in unforeseen or emergency situations using school procedures.

Students should be given opportunity to comment on instances of physical intervention using comment sheets. Completed sheets to be attached to record sheets.

Post-Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures.

Reporting and Recording Use of Restrictive Physical Interventions

We wish to ensure that there is transparency around the physical actions of staff that can be interpreted as going against the will of the child.

The school intends to ensure that any foreseen physical intervention e.g. guiding student back to his seat, preventing a child from self-harming, or one person escort for a child reluctant to return to lessons at the end of break is documented appropriately. Incidents are recorded within the log sheet or reference is made to the expected average number of interventions per day. Logs and Plans are managed by the Form tutor and shared with parents/carers.

After incidents in which physical intervention is used, (action by a member of staff that is against the will of the child) staff should report and record the matter in accordance with school procedures. The school ensures that parents/carers and the local authority are informed about these incidents in accordance with agreed local procedures and time scales.

- Unplanned physical intervention will be recorded on the online SIMS system.
- Unplanned physical intervention will trigger a risk assessment possibly followed by a Behaviour Support Plan if future incidents are expected.
- New entries in a behaviour log sheet will be copied and placed on the Head teacher's desk to enable active monitoring whilst a new entry in the Physical Intervention Log will be left open at the appropriate page on the Head teachers desk.
- Entries are copied by the office to the student's individual file kept in the school office.
- Incidents resulting in injury will be recorded in the "Accident Book" kept in the school office.
- Incidents may be recorded on LEA pro forma for violent acts (see head)
- None of these records are mutually exclusive: some incidents may be recorded in all places. All incidents should be recorded within 24 hours.
- On completion of any plan or record regarding restrictive physical intervention, a copy must be placed on the head teacher's desk.

Monitoring Use of Physical Interventions

Use of physical intervention in school is monitored in accordance with Minimum Child Care Standards in order to help staff learn from experience, promote the well being of children in their care, and provide a basis for appropriate support. Monitoring can help to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. Information on trends and emerging problems are shared within the school using local procedures. Monitoring information is reported on a regular basis to school governors.

Responding to Complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff.

Staff Training

Whenever possible staff are provided with accredited training (currently Team Teach) in physical intervention methods that are acceptable within the school. This training is intended to help staff to link meeting children's needs with positive behaviour management. Staff involved in implementing planned use of physical intervention, as part of a behaviour management strategy within the school, are provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff are expected to attend annual updates.

UNACCEPTABLE PRACTICES

- Any physical intervention that is purposefully aversive, inflicts pain or injury is unacceptable
- Any restrictive physical intervention must employ only the minimum amount of force needed to avert injury, damage to property or to prevent breakdown of discipline
- Restrictive physical interventions such as forcing a student's mouth closed to encourage swallowing or to prevent re-gurgitation.
- Physical interventions must not be used that involve
 - Clothing or belts to restrict movement,
 - holding a student who is lying on the floor to restrict movement
 - extending or flexing joints or putting pressure on joints
 - Pressure on neck, chest, and abdomen or groin area
 - forced feeding
- Seclusion, where a student is prevented from leaving a room or a building, may be deemed a 'restriction of liberty' under Children Act 1989. See APPENDIX 5.

GUIDANCE

- The scale and nature of any physical intervention is proportionate to the behaviour and the nature of the harm that might be caused
- Physical interventions associated with administering medication or food/drink to students must be advised by medical professionals with initial advice from school nurse.
- Avoid any physical intervention that could be mis-interpreted as sexual
- Wherever possible restrictive physical interventions should be used sensitively and with respect for cultural expectations and students attitudes towards physical contact
- Planning should include strategies for maintaining dignity of student and avoidance of situations where physical interventions are used "in public"
- Slips that can be handed to members of the public if they witness staff intervening should be taken on all visits out of school
- Visitors to school may need explanations about what they have seen: staff responsible for visitors should provide information whilst respecting confidentiality.

APPENDIX 5 - USE OF QUIET ROOM OR SENSORY ROOM/ SPACES AT BENSHAM MANOR SCHOOL

Quiet Rooms/Spaces or the Sensory Room serve a number of purposes:

- Students may self-select the room (as a chill-out zone) when they are becoming stressed by the classroom environment. In most cases the student would not be directly supervised, but monitored in terms of, ensuring the student has arrived in the room safely and the length of time spent away from the teaching group.
- Students may spend time in the quiet room/space as a sanction within a behavioural programme. This is:
 - Time out (which involves restricting the student's access to all positive reinforcements as part of the behavioural programme)
 - Students may spend time in the quiet room/space having been removed from a situation causing anxiety. This is:
 - Withdrawal (which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities)
- Students who are presenting a danger to themselves or others may, in extreme circumstances be escorted to the quiet room/space and the door held closed by a member of staff to maintain the health & safety of staff and students. This is;
 - Seclusion (where an adult or child is forced to spend time alone against their will).
 - Seclusion is a high risk activity for staff as restricting the liberty of an individual is a very serious event. It is therefore essential that records of the event are comprehensive and clearly indicate what led (antecedents and context) to the need for seclusion.

Any use of a quiet room/space must be with reference to the student's own Behaviour Support Plan. An unplanned use of the room will automatically trigger a review of the Individual Education Plan/Statement of Special Educational Needs in order that any further use of the room is formalised within a Behaviour Support Plan.

There is a quiet room located in Bensham Manor School. It is minimally furnished to allow a distraction-free environment. All quiet rooms have observation panels in the doors so that students can be monitored with little or no interaction. It is desirable /preferable that the door should be left open when circumstances permit. Quiet rooms cannot be locked.

Any use of a Quiet Room or the Sensory Room will appear within a Behaviour Management Plan. When a student is in a quiet room for any reason (as opposed to self-selection to calm down) at least one member of staff must remain close by to monitor the student. For the protection of staff, whenever the student in a quiet room or the Sensory Room and is likely to present a physical confrontation it is essential that a colleague is also present.

Quiet rooms are maintained so there is little opportunity for students to harm themselves but self injuring behaviour may require a spontaneous risk assessment and staff member(s) to enter in order to prevent further injury.

Use of a Quiet Room or the Sensory Room, (other than in an unplanned event) follows a signed agreement with parents/carers/carers arising out of a meeting to develop a student's Behaviour Management Plan. Expected frequency of use is also part of the student's Behaviour Management Plan.

Monitoring use of the quiet room or Sensory Room is in accordance with Minimum child care standards in order to help staff learn from experience, promote the well being of children in their care, and to provide a basis for appropriate support. Monitoring can help to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. Monitoring is carried out termly by both the head teacher and a member of the governing body.

A SIMS report must be completed when there has been physical intervention by staff whilst escorting a student to the Quiet Room.

If staff are; unsure about, or disagree with the strategies within a behaviour management plan, or the manner in which colleagues carry out the strategies, they should consult with a colleague, senior member of staff or child protection officer if appropriate.