

St Helens Alternative Provision Service

BEHAVIOUR POLICY

LAUNCHPAD:

PRU KS3 BASE; PRU KS4 BASE; PRU TUITION BASE;
PRU DAY6 BASE; PRU ALTERNATIVE EDUCATION PROVIDERS

PACE :

PRU KS1 / KS2 BASE

In this policy, a 'child' means all children and young people below 18 years of age.

A Vision for the St Helens Alternative Provision Service

A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

Our Mission at the St Helens Alternative Service

To provide the highest quality, personalised educational experience, that meets the needs of our pupils, and INSPIRES them to strive for success.

We will achieve our mission by:

1. **I**ndividual aspirations being raised by providing challenge and support that grows each pupil's self-esteem and resilience.
2. **N**ew experiences being offered to refresh our pupil's motivation to learn.
3. **S**afety and Support being in place at all times because these factors create an environment within which pupils will try their best.
4. **P**ersonalised programmes of study so that individual needs are understood and met and their personal ambition and aspiration are built on.
5. **I**ndividuals feeling valued because we recognise and celebrate each step that is taken in making progress by each pupil.
6. **R**espect being shown to all and for all, no matter what their background, culture, or any aspect of their persona.
7. **E**xcellence in Learning being what we want to achieve for all.

Approved
by:

PRU Management Committee

Date: 4 Dec 2023

Last
reviewed
on:

Next review
due by:

Dec 2024

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1. Introduction

1.1 Purpose

This policy aims to:

1.1.1

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in our school community with regards to behaviour management
- Outline our system of rewards and sanctions

1.1.2

Provide guidance to staff and pupils that can be:

- Easily understood and used
- Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy
- Monitored and evaluated as part of a quality assurance cycle, with input from pupils, parents/carers, staff and governance

1.1.3

Support relevant UNCR Articles

The Alternative Provision Service supports the rights of children, as outlined by the United Nations Convention on the Rights of the child (1989), in particular:

- Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 37: Children must not suffer other cruel or degrading treatment or punishment. They must be treated with respect and care, and be able to keep in contact with their family.
- Article 39: Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

1.2 Legal Framework

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on:

- the [special educational needs and disability \(SEND\) code of practice](#).
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that schools should publish their behaviour policy online
- [DfE guidance](#) explaining that schools should publish their behaviour policy and anti-bullying strategy online
- [Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](#)

2. Scope

This policy applies to all staff who work with our pupils, the pupils themselves, their parents and carers.

This policy is available on our website, and for sharing with anyone that has a legitimate interest in the policy and its implementation.

The school starts working with pupils to build up effective relationships based on trust and respect from the point of referral. It is from these relationships staff and pupils will develop understanding of behaviours, triggers and work to develop coping mechanisms which support pupils to manage behaviour and make positive choices, reducing barriers to learning and enabling positive relationships and access to wider opportunities.

The school acknowledges its statutory authority to discipline pupils whose behaviour is unacceptable, who violate our rights and responsibilities, do not follow our routines, break our school rules, or who fail to follow a reasonable instruction. This power applies to all paid staff working with pupils and extends to any time the pupil is in school or elsewhere under the charge of a member of staff, including on school visits.

Pupils can be disciplined in certain circumstances when a pupil's misbehaviour occurs outside of school, and a consequence of this behaviour is a negative impact on others in school.

The school has the power to impose detention outside school hours. The school can confiscate pupils' property, where it is in the possession of a pupil in violation of school policy. This includes mobile phones. Staff will always work with pupils to understand the behaviour and support pupils to reflect and learn from it.

3. Policy Statement

3.1 Our preferred practices

The behaviour of our pupils is the way in which they are communicating their needs. The Alternative Provision Service works with and on the behalf of pupils that cannot continue their learning in a mainstream provision because of their social, emotional, and mental health needs, their special educational needs, their disabilities, and or their medical needs. Many of our pupils have had traumatic experiences prior to joining us. These and the impact of attachment means that they have not thrived in mainstream settings. Our priority is to enable them to return to a full time provision.

Our policy is to develop our preferred practice in the following way:



Our preferred practices with our pupils will create a school community that is trauma informed, as well as informed by best practice in using a nurture approach, in teaching and learning, inclusion, care and guidance and well-being. In implementing our policy, we will build a nurturing, caring ethos that permeates our school environment.

3.1.1

These are the preferred practices that are at the heart of our policy

- using Rights, Responsibilities, Rules and Routines as a basis for consolidating, transforming and improving behaviour for learning;
- using a non-confrontational approach;
- emphasising the fact that behaviour is a choice, and that it is owned;
- using a least intrusive to most intrusive style of managing unacceptable behaviour;
- utilising related consequences;
- developing positive corrective styles;
- promoting and supporting positive behaviour;
- using the principle of “cool off time”;
- supporting the dignified use of “time out”, “withdrawal”, or carefully considered "restrictive physical intervention"

- utilising the support of colleagues
Our policy is to place relationships at the heart of our working relationship with our pupils, so that they thrive academically, personally and socially as they become more and more prepared for their working lives beyond school.

3.2 Our aims

- To ensure that all members of our school community feel safe
- To encourage relationships between all members of our school community that facilitate effective learning
- To develop in our pupils
 - a strong sense of what is right and what is wrong so that they can have more and more empathy with the thoughts and feelings of others
 - an ability to communicate thoughts and feelings in a way that respects the rights of others, and therefore beneficial to them in their adult lives.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

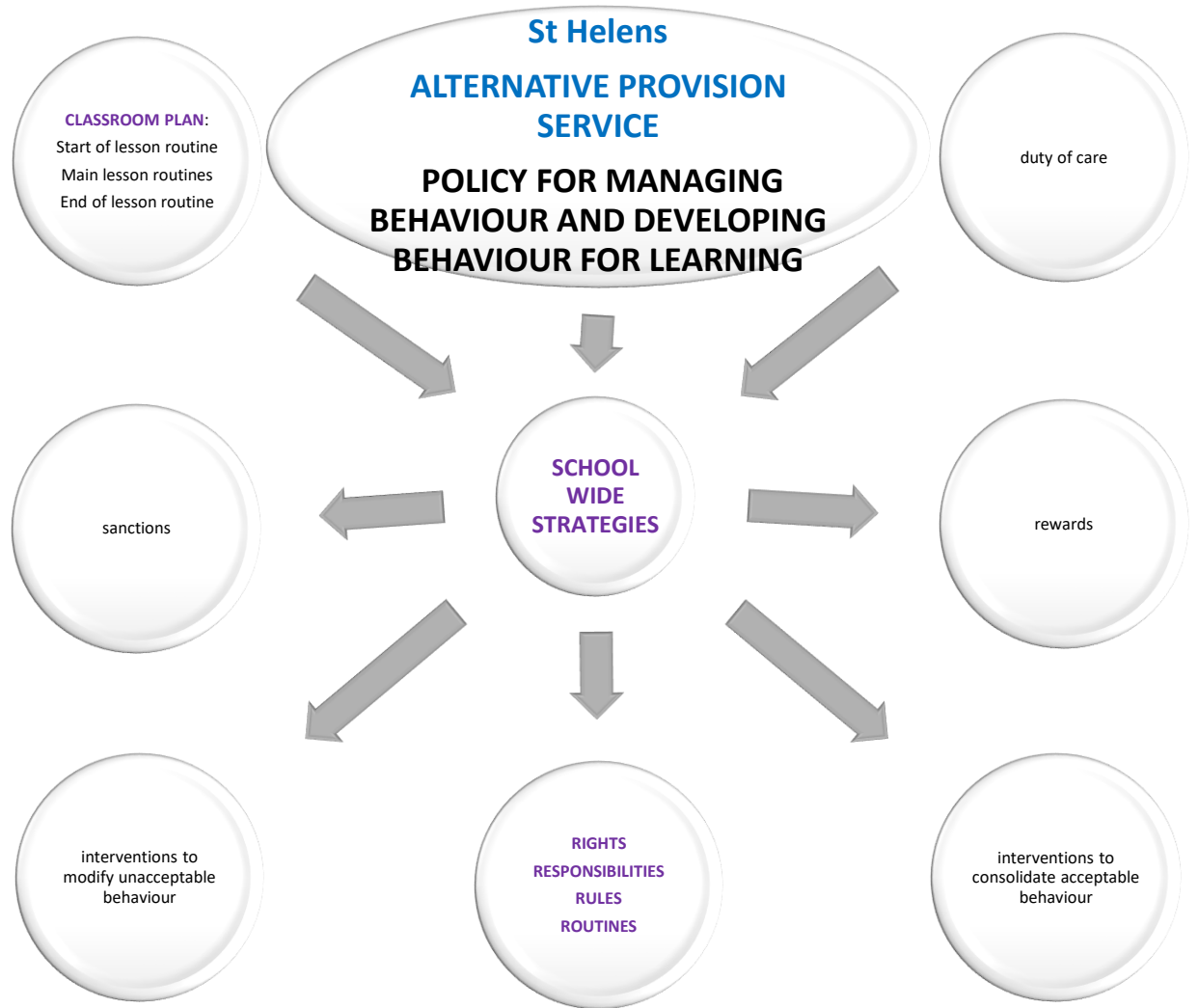
Our policy is to work with our pupils to:

- marginalise bad behaviour by promoting good behaviour;
- intervening to both consolidate behaviour that is good, and enable behaviour that is not good to improve.

We believe that:

- We do not have to be the victims of bad behaviour. We can be the managers of good behaviour.
- Good behaviour does not happen automatically.
- Our policy for developing, consolidating and promoting good behaviour needs to permeate life in all aspects of our School.
- Good behaviour is something we expect of our pupils therefore it is something that is to be learned through our teaching, the care we give, and the way we model our expectations.
- All pupils must have the opportunity to feel respected and valued in our School.
- Developing, consolidating and promoting good behaviour is too important to be left to individual staff. We have to work together and be consistent.
- Our policy, and the practice that emanates from it will succeed if we all take a part in owning it.
- The implementation of our policy for developing and, consolidating and promoting good behaviour needs to be monitored and evaluated.

3.3 How our policy informs the strategies we use



3.4 RIGHTS AND RESPONSIBILITIES

Rights and responsibilities are at the heart of our preferred practices

- **To learn and teach and do what is expected of us**
 - To allow others to learn and teach and do what is expected
 - To come ready for learning, teaching and what is expected of you (on time, correctly dressed for work, fully equipped, with a positive attitude)
 - To try hard to achieve in all aspects of School life
- **To be treated fairly, politely and with respect**
 - To care for and respect everyone
 - To be open, honest and polite
- **To feel and be safe physically and emotionally**
 - To work, play and move around safely
 - To break the silence on bullying or any form of abuse
 - To try and understand each other and help others belong
- **To know our possessions are safe**
 - To respect other people's possessions
 - To respect and care for our environment

3.5 OUR APPROACH

3.5.1: A TRAUMA INFORMED APPROACH

A trauma informed approach to behaviour management will:

- Place relationships and a child or young person's sense of safety and security at the heart of the classroom management.
- Encourage nurture, warmth and empathy, even when a child or young person is presenting with behaviours that feel challenging.
- Promote a sense of community and belonging.
- Take individual circumstances into account.

Research suggests that “when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships” (Banerjee, Weare, and Farr, 2014, in Brighton and Hove Council 2013)

3.5.2: A NURTURE INFORMED APPROACH

The nurture principles that we will embed within the behaviour policy are defined by “Nurturing Schools” as follows :

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

3.6 RULES AND ROUTINES

3.6.1

OUR CORE ROUTINES FOR LESSONS

- A seating plan so our pupils know where to sit from the start
- The lesson fully prepared
- A settler activity ready for pupils to do as soon as they enter
- Meeting and greeting pupils, showing through the questions asked, that each pupil is known in a personal way, encouraging the pupils to start the settler
- Keeping pupils not in class moving along to their lessons
- Registering whether a pupil is absent or present
- Pupils remaining in classrooms
- If a pupil needs to be allowed to go, it will only be by using the exit or timeout agreement with staff present
- Reward and praise for positive behaviour, letting pupils know that they are being appreciated
- Developing and using a system of low (least intrusive) level “consequences” within the class
- Actions for unacceptable behaviour applied at the end of the lesson

- Ensuring the classroom is tidy and equipment checked at the end of the lesson before pupils are dismissed
- Staff standing by the door at the end of the lesson to supervise the exit of pupils
- Recording all positive and negative events on the system being used
- Make pupils aware of positive points and that these are recorded
- Sharing a START OF LESSON ROUTINE, ROUTINE FOR THE LESSON, and an END OF LESSON ROUTINE with pupils, and using it
- Pupils knowing the routines so that they are not being told what to do all the time.

3.6.2

OUR SCHOOL-WIDE “DUTY OF CARE”

Routines for pupils when out of class areas and for when they are engaged in out of class or out of school activities will be on display or explicit in a way that they can be referred to when corrective interventions are made.

Our "duty of care" routines with regard to supervision will be explicit about which member of staff should be where, and what is expected of them in terms of supervision.

Our duty of care will involve us in:

- Corridor supervision
- Public area supervision
- Playground/outdoor supervision
- Dining indoor social area supervision
- Out of school learning supervision (sporting events, visits/trips/excursions etc.)
- Residential supervision

We are all responsible for following up on incidents for which we have had to make an intervention, no matter where they occur.

Staff with responsibility for school leadership and management will ensure that there is clarity about School-wide “duty of care” procedures.

Central to any policy is its consistent application and a shared responsibility for its implementation: **See it – Sort it**

3.7 Relating behaviour to actions that can be taken

PUPIL BEHAVIOUR	ACTION
<p>Pupil respects the rights of self and of others – is cooperative and self-controlled.</p>	<p>Positively reinforce the behaviour with appropriate comments and specific feedback. Involve colleagues in the celebration of the pupil's achievements Use the rewards system</p>
<p>Pupil basically respects the rights of others but has difficulties, which affect self-esteem. Some degree of frustration, low concentration levels. Minor disruptions such as rudeness, annoying others, no homework, problematic punctuality and/or attendance, incorrectly equipped for the lesson.</p>	<p>Seek solution to the problem with the pupil. Consult with other colleagues. Communicate with parents/carers. Reinforce success. Set up a behaviour contract with pupil. Set up behaviour contract with home. Ensure problems and action taken is recorded and shared with others and recorded. Set up a meeting with the class. Get collegial help from other staff in defining the problem and applying a solution. Apply sanctions at the appropriate level Use the rewards system</p>
<p>Pupil persistently violates the rights of others in a minor way. Has continuing but minor problems such as violating the rights of others, continued low level defiance, poor attitude to learning and work, rude and unresponsive in class.</p>	<p>Consult with other colleagues, particularly the Teacher in Charge, the key worker, the SENCO. The Class Teacher and or Key Worker might contact parents/carers for a meeting. The Deputy Head, TIC, SENCO to be involved if the problem is across a number of areas. Apply sanctions at the appropriate level Where concerns are across areas of School life, the TIC might draw up a school-wide behaviour contract, which involves positive consequences if targets are met. SENCO/TIC/DH/Tutor/KW/TA, should be involved in developing and supporting interventions aimed at modifying the behaviour. Use the points and rewards system</p>
<p>Pupil continually breaches the rights of others. There are</p>	<p>Participate in Case conference held about the pupil chaired by the TIC</p>

<p>regular and serious infringements of the rights of others, e.g. verbal or physical assault, intimidation, vandalism, defiance, disruption. There is isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help.</p>	<p>Parents/Carers contacted by TIC and a meeting held to set up a Pastoral Support Plan attended by the Tutor/Key Worker and or other agencies/staff as necessary All incidents and actions taken fully documented and filed. Pupil separated from others to give respite for restorative work with provision made for more intensive interventions. Support from identified staff depending on the nature of the trigger. Daily behaviour report administered and monitored by the tutor and or key worker, reporting back to the TIC. All agencies must be involved by the TIC and the SENCO so as to ensure that the Pastoral Support Programme is resourced as well as possible Leadership Group alerted to the possibility that the pupil may have to be in some form of isolation and or suspended for a fixed period. Repeated unacceptable behaviour at this level will result in a Formal Warning issued by the TIC in writing.</p>
<p>The pupil seriously violates the rights of others and shows no signs of wanting to change. The pupil uses seriously abusive language, is dangerous, has a poor effect on peers, and is uncontrollable and uncooperative.</p>	<p>Issues referred directly to the Leadership Group who may after discussion with the pupil, parents, carers and staff involved, seek to support the request to consider a period of offsite provision and or suspension. If suspension is sanctioned, then the Pastoral Support Programme and the Risk management Plan needs to be reviewed before the pupil returns to the School. If the need to suspend is repeated, then the involvement of the outside agencies is to be accessed through meetings. Involvement of the PRU Management Group will be sought if an expulsion is being considered.</p>

THE TABLE ABOVE IS NOT INTENDED TO BE “IN TABLETS OF STONE” AND OR PRESCRIPTIVE IN ANY WAY... SIMPLY A GUIDE

3.8 CONSOLIDATING GOOD BEHAVIOUR

Positive relationships make everyone feel good and are an effective tool in promoting good choices and good behaviour.

Staff will praise pupils wherever possible in an effort to ensure further motivation for improvement.

The ultimate rewards for our pupils are the skills, knowledge, qualifications and attitudes, which will enable them to choose their own future and fulfil their potential.

The reward for us is the satisfaction of knowing we have made a difference to the life chances of the next generation

3.8.1 Our response to good behaviour

- A smile, a nod, a “thumbs up”
- Private praise
- Public praise
- Positive note on work
- Positive points recorded, tallied, and resulting in a positive consequence
- Positive event recorded
- Letters of praise sent home
- Displaying work
- Commendations for sustained good work or effort
- Prizes, trips, vouchers.
- Academic Certificates
- Parental/Carer contact
- Positive personal letter sent home by class teacher
- Positive personal letter sent home by Leadership Group staff
- Achievement celebrated in assembly or in front of peers in another type of gathering
- Letter from PRU Management Group
- Letter from someone that matters to that pupil
- Presentation at an Awards Ceremony
- Personal meeting between parent, pupil and Headteacher

3.8.2 MODIFYING UNACCEPTABLE BEHAVIOUR

What we do

Modifying unacceptable behaviour relies on being proactive about planning for the pupil with the aim of enabling improvements in behaviour and learning.

Staff are expected to:

- Be prepared
- Arrange the classroom appropriately... use a seating plan... it's about being in charge and deciding where pupils sit for what purpose... routines such as this make it easier for other colleagues who might have to cover the lesson
- Plan for personalised learning
- Give clear instructions... have routines on display
- Catch pupils being good... praise quickly and consistently... 3x more praise than reprimand... highlight the good
- Ignore trivial misbehaviour... reprimand infrequently, calmly, quietly and privately
- Vary reward strategies
- Encourage pupils to be independent and interdependent, and to take personal and corporate responsibility for behaviour
- Show good humour frequently and firmness when needed
- Expect and model positive behaviour
- Encourage ALL pupils to take every opportunity to become and remain engaged in their learning
- Use Rights Responsibilities, Rules and Routines (The 4Rs)

What we say

Our policy on what we say to modify unacceptable behaviour is to avoid directing the pupil into what is expected.

We want our pupils to make the right decision about their behaviour.

If the only reason they do something is because we tell them to, then they have less chance of taking responsibility themselves for making the right decision.

A suggested script is:

- Describe the behaviour to the pupil
- If pupil does not modify the behaviour, describe it again
- If the pupil does not modify the behaviour, ask the pupil which of the 4Rs they are not following.
- Direct the attention of the pupil to where the 4Rs are on display, and ask them what they should be doing/
- If the pupil does not modify the behaviour, ask the pupil again what they should be doing
- Ask the pupil what they are doing, and then what they should be doing, and repeat this script.
- Give the pupil “take up time”: move away and give the pupil time to process what should be done, and do it.
- If the pupil modifies the behaviour, find a moment to thank them discretely and move the learning on... the modification process starts again on further unacceptable behaviour

The right to teach is one of our 4Rs, and while that may seem to be about teaching a subject, in the context of our role as a PRU, because our pupils have not managed in a previous setting and they are with us for a short stay, we are expected to teach them how to self regulate and behave, and the script above may need to be gone through several times, but will in time support a pupil in deciding to change behaviour to what is expected, rather than do something because an adult is telling them what to do.

Violation of the right to be and feel safe.... Using “on call”

There is always a member of staff on call.

- All staff and pupils have the right to be and feel safe emotionally and physically, and if a pupil does not modify behaviour which violates this right, then get a message to an available member of staff who can be called for.
- The staff called will endeavour to resolve matters and get the pupil returned to the classroom...
- if this is not possible, the pupil will be kept separate from others to enable respite and put in place the building blocks for restorative work.
- If a pupil had been supported out of the lesson and is willing to return: **ACCEPT THE PUPIL BACK INTO YOUR LESSON...** Not to do so means you do not trust the work that a colleague has done with the pupil, and in effect you are behaving in a way yourself that does not forgive and give a fresh start: you are taking what happened personally.

3.8.3 Differentiation:

We will differentiate and personalise the implementation of our behaviour policy as appropriate to meet the needs of all pupils within our school community, in line with the Equality Act (2010)

3.8.4 A graduated response:

We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour.

We will always use a least intrusive approach in our response to unacceptable; behaviour.

3.8.5 Environment consistency:

We recognise that consistency and routines help pupils to feel safe.

We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying the policy
- We refer to the school expectations and the 4Rs every time we provide feedback or boundaries in which we explain how a behaviour has/has not embodied these expectations
- All school staff are aware of the strategies being used to support individual pupils with additional needs
- All school staff use the training resources that are available as appendices to this policy.

3.8.6 Engagement with parents/carers:

We will work with our parents/carers to enable us to learn from each other and make adjustments at home or in school so that our pupils are consistently supported in managing their behaviour and have their well-being secured.

3.8.7 How will staff behave?

We cherish and prioritise our relationships with our pupils and their families

We will be consistently calm

We will model the behaviour we wish to see

We will always give pupils a fresh start as required

3.8.8 We will use emotion coaching

We will use Emotion Coaching principles to support pupils, parents/carers and our colleagues:

The five essential steps of Emotion Coaching are:

- Being aware of the child's emotion
- Recognising the child's expression of emotion as a perfect moment for intimacy and teaching
- Listening with empathy and validating the pupil's feelings
- Helping our pupils to learn to label their emotions with words
- Setting limits when we are helping our pupils to solve problems or deal with upsetting situations appropriately

3.8.9 Recognising behaviour that embodies our school expectations:

We will recognise behaviour that embodies our school expectations by providing specific verbal feedback (we have scripts to use) or other rewards.

Our rewards are based on consulting with our pupils who have been asked to think about the types of rewards that might motivate them; we will attempt to honour these perspectives wherever possible.

3.8.10 Pupil transitions

Pupil transition (e.g. into or out of school, from one classroom to another) should be considered carefully (DfE 2016).

We support pupil transition by:

- Greeting pupils at the entrance to classrooms and other locations
- Maintaining a staff presence during less structured times (e.g. breaks/lunch)
- Ensuring all pupils know where to go to seek help if required
- Providing individual arrangements for pupils who find transitions particularly difficult (e.g. leaving the classroom before/after other children)

3.9 OUR TRAUMA INFORMED PRACTICE

We use a blend of Behaviourist and Trauma Informed approaches to working with our pupils

3.9.1 Behaviourism

Behaviourism is a psychological theory that aims to make sense of human behaviour.

Behaviourist approaches to classroom management tend to:

- Focus on using rewards and sanctions to increase or decrease the frequency of behaviour
- See behaviour as being related to an immediate trigger (e.g. 'the pupil started distracting others because he was bored')
- Focus on treating all children and pupils equally, regardless of need or circumstances
- Be used repetitively and consistently until the behaviour is changed.

Whilst behaviourist strategies can be effective for some pupils, behaviourist approaches to behaviour management have been widely criticised by research literature.

Researchers have argued that behaviorist approaches:

- "Encourage passivity, control and obedience rather than empowerment autonomy and self-regulation" (Parker, Rose and Gilbert 2016)
- Place and fault the responsibility to change on the child (Harold and Corcoran, 2013)
- Do not consider context (Harold and Corcoran, 2013)

3.9.2 Trauma informed theories

In contrast to behaviourism, trauma informed approaches to behaviour management tend to:

- Place relationships and a child or young person's sense of safety and security at the heart of the classroom management.
- Encourage nurture, warmth and empathy, even when a child or young person is presenting with behaviours that feel challenging.
- Promote a sense of community and belonging.
- Take individual circumstances into account.

Research suggests that "when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the

school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships” (Banerjee, Weare, and Farr, 2014, in Brighton and Hove Council 2013)

3.9.3 Suspension

Suspending a pupil is about enabling respite during which we can develop solutions to the challenge being experienced as a result of the pupil's behaviour.

We recognise that the practice of suspending pupils on a permanent (expulsion) or fixed term basis, or through internal processes such as withdrawal, or through multiple moves, are seen as incompatible with a trauma informed approach to behaviour. These practices tend to be particularly punitive for pupils who have experienced development trauma and can retrigger trauma that was experienced in the past.

THIS MEANS THAT WHILE WE MIGHT INTUITIVELY FEEL THAT SUSPENSION IS A SOLUTION, FOR THE MOST PART IT WILL ACTUALLY EXACERBATE CHALLENGING BEHAVIOUR

We recognise that fundamentally, any form of suspension can have a significant detrimental impact on children's relationship with and trust of school staff, and their sense of safety. Given these concerns, it is important for us in our settings to consider how we will prevent our pupils from being internally and externally suspended.

To ensure that suspensions are kept to a minimum, we will use:

- Emotion coaching to provide co-regulation and to support a young person to understand their emotions. (Gus, Rose and Gilbert, 2015; Harold and Corcoran, 2013; London Assembly Panel, 2019)
- A relational approach to behaviour management: one in which staff “are aware of and explicitly focus on the quality of their interactions with pupils to develop classroom communities that promote academic, social, and emotional growth” (Reeves and Le Mare, 2017)
- Restorative conversations between the young person and a key attachment figure within the setting (this could be a tutor, TA or other significant adult in the eyes of the pupil), at a point where the young person is calm enough to reflect on triggers, thoughts, feelings and what might help in the future.
- Communication to identify of and meet the need being communicated through behaviour being projected at the earliest opportunity (rather than giving sanctions for behaviour).

We do recognise that suspension may be necessary on very rare occasions, as an absolute last resort. On these occasions, the following strategies may help to repair and restore relationships:

- Holding a debrief for staff involved in supporting the young person following an incident.
- Using Restorative Practice within reintegration meetings and reduce blame.
- Placing the young person and their families voice at the heart of the reintegration process.
- Additionally, if the child or young person is in care, contact the Virtual School for support.

3.9.4 The key principles of a trauma informed approach to managing and modifying behaviour

The five principles below aim to compliment the OFSTED education Inspection Framework, in particular the references to relationships among learners and staff reflecting a positive and respectful culture, and the importance of learners feel safe.

Principle One:

Relationships, empathy and feeling safe take precedent over other means of discipline

Research suggests that children's level of satisfaction in their relationships with school staff is the most important contributory factor to their overall wellbeing in school. (Rees et al., 2013). Research suggests that the development of skills related to emotional wellbeing in pupils or Pupils has a positive impact on academic attainment (e.g. Bonell et al., 2014). The four steps of Emotion Coaching provide a useful outline for embedding principle one within a relational approach:

Emotional Coaching Steps:

- Step 1 Recognising the child's feelings and empathising with them
- Step 2 Labelling the feelings and validating them
- Step 3 Setting limits on behaviour (if needed)
- Step 4 Problem-solving with the child

Steps one and two of the Emotion Coaching Framework provide an opportunity to prioritise relationships, empathise, and support the young person to feel safe.

Principle Two:

Boundaries represent an opportunity to teach and nurture

Boundaries (or step three and four of the Emotion Coaching framework) are most effective when instigated when a child is calm (Siegal and Payne Bryson, 2018).

Key areas to consider when providing boundaries to any young person include:

- What was the function of (i.e. the reason behind) the behaviour?
- What lesson do I want to teach in this moment?
- How can I best teach this lesson?
(Siegal and Payne Bryson, 2018)

Boundaries also provide an opportunity to provide constructive, specific, positive feedback. Practice based evidence suggests that pupils can make significant shifts in their behaviour as a result of specific verbal praise. Sometimes, "flipping the narrative" from providing feedback on behaviour that is challenging to providing positive feedback (however small the behaviour warranting this feedback is), can be enough to re-motivate pupils to attend a task.

A note on consequences:

Consequences are not seen as a central element of trauma informed approaches to behaviour. However, some pupils benefit from having the opportunity to co-construct ideas for repairing a situation, alongside an adult. An emphasis should be placed on restoration, not punishment or blame, and should aim to reduce feelings of guilt in the young person.

Principle Three:

We aim to understand the function behind a behaviour.

Trauma informed approaches to behaviour aim to understand what a young person might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need. Staff using a trauma informed approach strive to understand the function behind a behaviour, rather than using rewards and consequences to promote/discourage behaviour that is desirable/undesirable to the member of staff.

Individuals who aim to understand the functions behind a behaviour generally tend to avoid descriptors that place judgement on surface-level behaviour, and instead focus on describing the underlying need.

For example:

“Attention seeking” could be considered to describe the surface-level behaviour, but not the underlying need. Instead, “attachment needing” might reframe the behaviour as being the function of an unmet need.

“Manipulative” is another word that describes the surface-level behaviour, and has negative connotations within society. Instead, phrases such as “trying to find a way to have their needs met” or “feeling insecure in their relationships with others” might be more appropriate.

Principle Four:

The young person is separate from their behaviour.

Approaches to behaviour management that draw on trauma and attachment theory tend to advocate separating the young person from any behaviour that challenges.

This can be achieved through the language used to describe the young person and their behaviour, for example:

- Using externalising language around behaviour that challenges and separating the young person from their behaviour, e.g. ‘The expectations are that we..., so we need to...’ (rather than saying ‘you need to’)
- Using internalising language around behaviour that meets school expectations or can be celebrated, and showing warmth towards the young person, e.g. ‘You were very thoughtful when you...so you did brilliantly at showing me our ‘be kind’ expectation’.

Often pupils who have received regular feedback on their behaviour can develop reputations amongst staff and other pupils. These reputations often relate entirely to their behaviour and are often powerful, persuasive and dominating. As staff, we can work to challenge these narratives by:

- Reinforcing an alternative identity, e.g. ‘Zak, you’re my ICT expert, can you help me...’
- Talking to other staff about expectations, e.g. ‘Jay was so kind today when she...’ (N.B. it is important to talk about expectations in a way that avoids isolating other staff members/avoids a ‘she behaves fine for me’ discussion)
- Seeking opportunities to reinforce exceptions in the classroom, e.g. ‘Sami, it was really kind of you to get a pencil for Jack as well as yourself’.

Principle Five:

Routines help people to feel safe, but some pupils need differentiation within an overall structure.

Whilst consistency of approach is important for pupils to feel safe and secure, it is also important to differentiate expectations and approach accordingly to a young person’s abilities, needs and experiences. Whilst the majority of pupils will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support.

“Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).” (Brighton and Hove Council 2018)

3.9.5 Using language that reflects trauma informed approaches

The language we use to describe pupils and their behaviour can have significant impact on classroom environments (Orsati and Causton Theoharis, 2013).

These are examples of language to avoid, and language that can be particularly helpful:

Language to avoid

- Language that reinforces staff control, for example 'enforce', 'punishment', 'rule', 'power', 'control', 'confiscate', and 'impose'.
- Language that places negative judgement on a young person or their behaviour, including 'malicious', 'choice', 'poor behaviour', 'misbehaviour', 'manipulative', 'naughty'
- Language that reinforces negative gender stereotypes, such as 'naughty boy', or 'bossy girl'.

Language that can be particularly helpful

- Language that promotes trauma informed approaches and acknowledges the need behind a behaviour, for example 'emotionally dysregulated', 'what is the function behind this behaviour?', 'attachment needing', 'feeling unsafe', 'presenting as distressed'.

3.9.6 Some more general tips

The following are useful for our trauma informed approach to behaviour management:

- We will embed the principles across school so that all pupils and staff are guided by them on a day-to-day basis.
- We will make day to day routines highly predictable. Routines and predictability help everyone to feel safe.
- We will enable our pupils to think of restorative solutions or strategies for supporting changes to behaviour by giving using conversations that avoid blame take place, creating the opportunity to have these conversations when the pupil is calm. In this way we can help our pupils think about what might help next time, or what to do to repair a situation. (using the 5Ws)
- Maintaining consistently calm responses at all times
- Involving the pupils in developing strategies to respond to whole setting issues

3.9.7 Working with pupils who have experienced trauma

Pupils who have experienced trauma are much more likely than others to experience 'toxic shame'. Toxic shame can be defined as an overwhelming and relentless sense of unworthiness, inadequacy, and self-disgust (Bomber, 2007, and Taransaud, 2011)

Pupils who experience toxic shame are likely to find any form of discipline challenging, and may:

- Misinterpret well-intentioned or constructive feedback as being a personal attack against them
- Ruminates over/find it difficult to move on from discipline
- Find public discipline or praise difficult to tolerate (and demonstrate this through behaviour that challenges)
- Appear to 'hold a grudge' quickly
- Recreate the chaos they have experienced in their early life
- Need more time to calm down following an episode of distress, compared to children who do not experience toxic shame.

- When working with pupils who experience toxic shame, the following approaches may help:
- Talking to the young person about what helps, what they find difficult, and developing a differentiated plan together.
 - Avoiding public praise and discipline
 - Staff taking extra time to build relationships with/find out about the young person, and then taking time to ask them personal questions at the beginning of each lesson (e.g. 'Alex, how was gymnastics at the weekend?')
 - Using humour or personal interests within boundaries (e.g. 'Ahmed, did you see how focused Harry Kane was on that ball before he scored at the weekend? That's the level of focus I need to from you for the next five minutes')
 - Setting personalised behaviour targets that are easily achievable
 - Referring to the young persons individualised education plan and having regular discussions with colleagues to reflect on what has been working well and make changes to approaches as required.

3.9.8 Looking after ourselves

We recognise the potential that working in a trauma informed way has to have an emotional impact on staff. This is because such systematic change within our setting, and particularly changes that require individuals to make significant investments in their relationships with others, will have an emotional impact on staff.

Strategies that aim to support the wellbeing of staff include:

- Regular whole school planning and review sessions to evaluate our approach and maintain a consistent shared ownership and implementation approach.
- Ensuring staff use a solution focused model to reflect through debrief following a difficult event
- Regular reflective supervision for staff working with pupils who have needs that present regularly through their behaviour.

3.9.9 Additional support

The LA Educational Psychologists / Clinical Psychologists

Trained psychology staff can offer support to embed a trauma informed approach to behaviour, including:

- Providing consultation around supporting individual pupils using a trauma informed framework.
- Acting as a critical friend to support you to evaluate your current approach and practice
- Specialist support: Supporting school to make referrals to/communication with Child and Adolescent Mental Health Services, when appropriate.

3.9.10 Further information on the graduated response

Pupils have a wide range of individual needs which change over time.
Pupils require a flexible approach within an overall structure of consistency.

Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of pupils at the Alternative Provision Service, some pupils will require extra support in order for us to ensure an equitable school environment.

A graduated response to behaviour allows staff to support pupils according to their current level of need.

The pyramid below provides some examples of support offered at each wave of our graduated response.

Wave 1

Specialist support and interventions supported by external professionals, such as Clinical Psychologies, Counselling, Mentoring, Educational Psychologist, Speech and Language Therapist, Occupational therapy, Play therapy.

Wave 2

Interventions within our school aimed at supporting specific identified needs.

Wave 3

Whole school strategies as outlined in the main body of this behaviour policy.

Pupils will be provided with support based on their level of need.

The Alternative Provision Service views behaviour as a communication of need, frequent behaviour will be seen as an indication that levels of support may need to be increased. (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave two). Decisions about the level of support required will always be made in consultation with the young person, their parents/carers and external professionals as appropriate.

3.9.11 Use of Suspension

The Alternative Provision Service recognises the potentially detrimental impact of suspension and consequently will attempt to avoid using any form of suspension to respond to behaviour that challenges us.

We have previously set out (3.9.3) strategies to avoid suspensions.

On the rare occasions that suspensions are used, we will:

- Use Restorative Practice within reintegration meetings and reduce blame
- Hold a restorative group for staff involved in supporting the young person
- Place the young persons and parents/carers voice at the heart of the reintegration process.

3.9.12

Allegations against school staff

The management of allegations against staff procedure is clearly set out in the Child Protection Policy, however where there are breakdowns in relationships between staff and pupils which do not relate to safeguarding the Alternative Provision Service will work in line with our trauma informed approach to behaviour management.

Any allegations made against school staff would be responded to on an individual basis, with staff, the young person and parents/carers, working together to understand the possible functions of this behaviour. In addition, a Restorative Practice based approach (e.g. a restorative conference) would be used in order to repair relationships between the young person and the staff member, whilst aiming to avoid eliciting shame in the young person. The member of staff involved would also be provided with access to emotional support from staff on a more private basis, and/or counselling if required.

The investigation of allegations will follow the St Helens Alternative Provision Service Policy.

3.10 Rewards and sanctions

We actively highlight and support positive behaviour through a rewards system outlined below.

This system in operation have been developed in partnership with staff and pupils and are reviewed on an annual basis.

3.10.1 Rationale

All behaviour has consequences

Our policy is to give our pupils access to a system of rewards, or positive consequences when they get it right, and the need to be supported on reflecting on their behaviours when they don't.

3.10.2 Rewards systems for each Base of the Alternative Provision Service

The age, stage of learning and development, and other specific factors are taken into account in developing an awards system, because each base has very different young people attending as pupils.

Work will be undertaken to review all the rewards and sanctions systems we use so as to align with this newly revised Behaviour Policy, because it sets out where we would like to be with regard to our preferred practices.

All the PRU bases have extensive systems to reward behaviour, and they are summarised below.

Chocolates are good to reward pupils and staff, but you need worms to catch fishes.

3.10.3 PACE (KS1/2)

There is a focus on rewarding behaviours that align with 3 very simple expectations:

1. Be kind.
2. Try your best.
3. Respect people and property.

Points are issued, recorded, used as the basis of rewards, and reported to parent and carers.

3.10.4 KS3 PRU

Rewards are an integral part of our routines and structure, and the rewards and sanctions system run hand in hand.

Each morning all pupils receive "daily sheet" which records their achievement (no matter how small) throughout each lesson and in time out of lessons.

- 1 is the benchmark and awarded for completion of sufficient work, positive contribution and attitude.
- 2 points are awarded for exceptional work, effort and attitude.
- 0 points is the result of refusal to enter lesson, poor effort, rudeness to staff or classmates (sustained without turnaround)

The system is designed to be simple and easy for pupils to follow.

Points are available for : Each of 5 lessons; Punctual arrival and attendance at registration at 8.45; Break; Lunch; Reading (2 points are available for reading aloud to staff to encourage this); Reflection

- Pupils require 4 points to receive rewards for behaviour at break.
- Pupils who are late must complete late sheet sanction.
- Pupils without 4 points have break with reduced time outside and no access to additional snack (may be purchased with rewards points only.)
- Pupils require 6 lesson points to access lunch immediately; those without must complete short sanction to access.
- Pupils require 8 points to successfully complete their day. Without 8 points, a short sanction sheet or completion of work completes their day and allow the day to be “boxed off” with a fresh start the next day.
- The maximum points total is 20: 8 points is our expectation for a successful day; Points scores exceeding 8 is very pleasing.

The system allows pupils who have misbehaved, refused to work, made unsatisfactory progress to turn this around and work for additional points to achieve break, lunch, 8 points to finish the day.

In addition, positive and negative “attitudinal” points are awarded. These can be earned for good effort, high quality work, good test scores, kind acts, helpful acts. Pupils may then use these to purchase snacks at break.

Short term rewards are the most popular. Medium term rewards allow pupils to save points for vouchers if they wish.

Points

- are displayed in classrooms.
- The rewards for 100% attendance for a half term on a week-to-week ongoing basis could allow a pupil to go to the café at the Boxing Club for slush “on the house”; pupils with 100% attendance for that week may spend rewards points on a slush that they can consume with their lunch.
- All pupils with 100% attendance for the week get an offer of a toastie/ sausage or bacon sandwich for breakfast instead of toast, on Friday
- The points sheet is scanned and recorded onto CPOMS

Pupils are given a “quicknote” to parents for an excellent piece of work, good test result, helping with chores during the day, a very positive contribution over time. Staff award these at their discretion.

3.10.5 KS4 PRU

The EPraise system is used, which gives points up to 100 points and demerits. Points are given in lessons for behaviour, effort and routines (15 points) and 10 points to cover break and lunch. Pupils with over 85 points are rewarded: short term rewards include a choice from the tuck shop; medium term rewards include special trips; long term rewards include vouchers with a monetary value. Parents have access to EPraise and can monitor how they are working in each lesson.

3.10.6 TUITION BASE

Termly awards for attendance

Awards for most improved.

Award from the Teacher in Charge for best attitude to learning.

Unexpected, random, sporadic awards when earned, unannounced so that the pupils need to be present to receive them: for example a film show and pop corn

3.10.7

“Buy in” and Support

EVERYONE is responsible for awarding and recording.

Staff will be required to support in a number of roles such as:

- ▶ Tracking and reporting
- ▶ School shop
- ▶ Activity co-ordinator

Continual consultation and review

Staff and pupils are invited to contribute comments and suggestions on improving the system moving forward.

3.11 Restrictive intervention

**All child facing staff are trained in team teach principles and actions.
Training is refreshed in team meetings and through INSET.**

TEAM TEACH helps us to understand that for example:

"Withdrawal involves assisting a person to move away from a situation in which they are struggling to cope, to a safer or more comfortable place where they have a better chance of regaining their composure. The key difference between withdrawal and seclusion is withdrawal staff are actively supporting and monitoring the person to help them recover.....Even if staff are not physically in the room with the individual, they must remain close enough to monitor the situation and offer immediate support if required.

Our staff care deeply about the wellbeing and safety of our pupils.

There are occasions when a young person may well be in an emotional state such that a serious and or significant risk is being posed to others.

The staff will in these circumstances make a judgment about whether they should or should not go into a location in which they are quite likely to be attacked or injured.

We rely on the judgment of our staff and will not direct them to go physically into such a circumstance.

In these circumstances the staff will work as a team to alert the police for support and ensure that they remain close enough to monitor the situation and offer immediate support if required.

All notable events are written up, and reviewed to understand an act on lessons learned.

3.11.1 Physical intervention

- A physical intervention is defined as some degree of physical contact and force to guide, prevent or restrict movement.
- The use of physical intervention and other restrictive practice is guided by the following principals:
- Only use as a last resort where the use of positive behavioural strategies has not been effective in reducing the risk or the occurrence of a behaviour.
- Staff should be adequately trained and competent to use physical intervention and must adhere to all safety measures.
- It should only be used where failing to act will place the child or young person or others at risk of harm (Staff cannot be directed to put themselves at risk)
- The school will not use restraint systems which deliberately inflict pain (We use TEAM TEACH)
- Restraint of pupils will never be used as a punishment.
- Staff will endeavour where possible to use restraint where failing to act will place the child or young person or others at risk of harm.
- Children have the fundamental right of freedom of movement and liberty and this will be central to all strategies that involve or are considered to involve the use of a restrictive measure.
- Must be demonstrated to benefit the child or young person.
- Staff have the right to work in a safe environment and be able to take action which is appropriate to maintain their wellbeing.
- All interventions in all contexts must be appropriate to the incident, be a proportionate response to the incident, use a proportionate degree of force, be the least restrictive option available, be respectful to the child or young person and be used for no longer than is necessary to prevent harm to the child or young person or to others.
- Physical interventions may take the form of an emergency intervention, or a planned intervention.

3.11.2 Emergency intervention

- Children and pupils may be at risk due to unexpected incident.
- Staff may intervene to maintain the safety and wellbeing of the child or young person or themselves if they choose to do so. For example, a member of staff may physically intervene to prevent a child or young person from harming themselves, or causing harm to others.
- Staff must log and report all interventions, review events and is so doing justify the action and evaluate the lessons learned.
- A Manager will assess the incident following the action as soon as possible and a Behaviour Support Plan (Risk Management Plan) drawn up to reflect this.
- If it is judged that the intervention may be required again, this must be drawn up as part of a Behaviour Support Plan (Risk Management Plan) and then becomes a planned intervention.

3.11.3 Planned intervention

- Staff can only use a planned intervention if it has been agreed by the local authority and all necessary safeguards and checks have been made.
- Staff must never put in place a planned physical intervention without consulting with the local authority.
- A physical or restrictive intervention may be planned for if it has been judged as likely to occur following assessment, or other indication such as behaviour history or incident report.

- A planned physical intervention may only be in place if it is in the context of an existing support plan. This should include a risk assessment covering the potential risks of making use of physical intervention.
- A support plan that consists only of a physical intervention or restrictive practice will be deemed inappropriate.

A planned physical intervention should consist of:

- Description of the behaviour the intervention applies too.
- Guidelines for minimising the risk of the occurrence of the behaviour and deescalating or diffusing a potential incident.
- Procedure for physical intervention detailing how staff can intervene, to what degree of force and for how long.
- Strategy for disengaging or bringing an intervention to an end.
- Strategy for ensuring that child or young person has not sustained injury or other adverse effect.

Monitoring and review

All physical intervention must be recorded and reviewed

3.11.4 Mechanical restraint

The Alternative Provision Service does not use mechanical restraint.

- A mechanical restraint is defined as the use of specialised materials or therapeutic aids, or other equipment such as straps to restrict movement.
- No use should be made of mechanical restraint outside of emergency circumstances without consulting with the local authority to ensure that all necessary safeguards relating to the deprivation of liberty have been put in place.
- Any use of mechanical restraint must be undertaken with the input and oversight of the local authority.
- Only a registered practitioner can exercise mechanical restraint and only in exceptional circumstances as defined by the law. The appropriate techniques must be followed at all times in order to ensure child or young person safety.
- Mechanical restraint should only be used exceptionally, where other forms of restriction cannot be used effectively.

3.11.5 Chemical restraint

The school does not use chemical restraint.

- Chemical Restraint is defined as medication used primarily for controlling behaviour.
- The use of medication may only be permitted when authorised and overseen by most relevant medical professional, GP, Psychiatrist etc.
- It is only be used if other interventions do not produce change within a specific agreed time.

3.11.6 Psychological restraint

- Can include constantly telling the child or young person not to do something, or threatening the child or young person and using fear as a means.
- That includes depriving individual from equipment they consider necessary, such as lenses, walking aids etc.

This is not an appropriate intervention at Alternative Provision service and may not be used under any circumstance and is grounds for dismissal.

4. Roles & Responsibilities

St Helens Alternative Provision Management Group

- Ensure availability of resources to ensure the implementation of this policy, completion of training and systems to ratify, communicate and review this policy.
- Ensure there are clear disciplinary and other measures for staff who do not adhere to this policy.
- Ensure the policy is monitored and organisational learning is enabled by systems of data collection and analysis as appropriate.

The Headteacher and other School Leaders

- Review the frequency of the use of physical interventions.
- Responsible for ensuring the degree of physical intervention used to support a child and young person is appropriate and is not being overused or used as a primary behaviour management strategy.

Individual Staff

All staff supporting children and pupils with behaviour that challenges should:

- Read child and young persons' Behaviour Support Plan and Risk Management Plan prior to working with an individual. (If further explanation is needed then the staff member must raise this and receive training to understand their role in the support plan.)
- Demonstrate awareness and understanding of the support plan and demonstrate competence in the elements of the support plan that impact on their own practice.
- Seek guidance from appropriately qualified professionals to support the management of behaviour which challenges.
- Ensure that you are adequately trained and competent to manage behaviour which challenges and to carry out physical interventions.

5. Implementation

This policy will be implemented and subject to ongoing review. The effectiveness of the policy alongside the key performance indicators generated will be reported as required to St Helens PRU Management Group

6. Support, Advice and Communication

Support or advice regarding this policy is available from the Leadership Group. Concerns, complaints, and complements with regard to its implementation are to be passed to the Headteacher.

7. Review

The policy will be reviewed annually by the Headteacher.

8. APPENDICES

8.1 Definitions

Misbehaviour for a child for whom adjustments because of special needs are not needed could include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Misbehaviour that is more serious than that defined above could include:

- Repeated breaches of the school rules and routines
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers and e cigarettes
- Vaping paraphernalia
- Matches / lighters / fire accelerants
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

8.2 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, suspending, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The anti-bullying policy is a separate document.

8.3 Making a Behaviour Intervention

The following guidance notes are intended to give staff unfamiliar with Behaviour management an outline of how to prepare the appropriate documentation to support a behavioural intervention following on from the alternative Provision Behaviour Policy.

This is not intended to be a comprehensive guide to assessment and intervention, but a starting point for staff to begin to build a supportive framework for a person who is displaying behaviour which challenges.

Seriously challenging behaviour should be referred to the appropriate agency for professional support.

Behaviour which is not seriously challenging but which has proven resistant to attempts at management and is acting as a barrier to an individual living their life should likewise be referred to the appropriate agency.

Any intervention that carries elements of physical intervention must be referred to the appropriate agency as detailed in the policy.

The guidance will cover support plans and monitoring. This guidance will be focused on what elements should be in place to be considered a sufficient intervention.

However, the highly individual nature of different challenges may mean that staff will have to apply these creatively, for example a support plan will be unique to a person and monitoring may take whatever form is most appropriate.

There is no fixed format for a written support plan.

The Alternative Provision Service will have the elements described below present in their existing behaviour support/management documentation or may create specific documentation to fulfil this purpose.

8.3.1 Assessment

The purpose of an assessment is to produce a rationale that explains why a particular behaviour occurs for an individual at this point in their life. This should be the logical outcome of the information gathered and then lead naturally to a support plan based on this understanding.

How that assessment is conducted, and the degree of depth of the assessment will depend on the nature and severity of the issue and the resources available.

8.3.2 Beginning an assessment

Prior to beginning an assessment there should be a clear identification of the issue. For example, if the issue is hitting out then this must be clearly explained.

It is not appropriate to give a loose or ambiguous definition of the behaviour under assessment, for example:

Not appropriate:

“Child or young person is reported to be kicking off at staff”

More appropriate:

“Child or young person is being assessed in relation to aggressive behaviour reported by staff. This is reported to be in the form of hitting out and kicking with force.”

A basic assessment process will consist of, but is not limited to:

- Gaining a full understanding of the child’s or young person’s specific needs, the degree of their learning difficulty and how this affects them, an overview of their skill level, communication level and physical/medical needs as is appropriate.
- Discussion with the child or young person if appropriate.
- Interview with individuals relevant to the child or young person. e.g. staff who work with the child or young person, family or other key people.
- Observation of the child or young person, if possible, observation of the particular issue under assessment.
- Information gained from monitoring.

This would be considered a reasonable evidence base from which to draw up an assessment. But any avenue of inquiry that may yield additional info can be considered.

8.3.3 Documenting

Information gained from assessment (notes on observation etc.) should be held together. These notes should then be drawn together to form the written assessment.

The assessment should document as a minimum

1. Basic biographical info (name age etc.)

2. The rationale for assessment including the behaviour to be assessed. (Why is this assessment happening, who asked for it, what is the behaviour to be assessed?)
3. A brief overview of the child or young person's current situation (where they are living, their current support system etc.)
4. An outline of their needs including their physical needs, communication and any information as to the nature and severity of their learning difficulty or other cognitive impairment.
5. An outline of the behaviour gained from assessment activities including:
 - 5.1 What the behaviour is (i.e. a detailed description of the behaviour)
 - 5.2 The history of the behaviour as known.
 - 5.3 The frequency of the behaviour and the degree of severity or intensity if applicable.
 - 5.4 When the behaviour is likely to occur (antecedents).
6. Conclusion.

8.3.4 Conclusion/outcome of assessment

Every assessment should have a conclusion or outcome. This should be a statement as to why the behaviour occurs in the context of the child or young person's current situation and taking into account their cognitive/communicative deficits.

It is not appropriate to reach a conclusion purely from the circumstances that the behaviour occurs in.

For example

"Child or young person hits out at staff when they get angry. This usually happens when they can't have their own way."

More appropriate:

"Child or young person displays aggressive behaviour when they become angry. Child or young person appears to struggle to manage their emotions and becomes angry quickly. At this point their ability to compromise and negotiate is impaired. This usually occurs in scenarios where they cannot have their needs met or are frustrated in some way- this is likely a reflection of them struggling to understand that they cannot have what they want immediately."

The important point is that the conclusion of the assessment demonstrates why the behaviour occurs as a reflection of the interaction between environmental factors (being frustrated not having their own way etc.) and the deficits that a child or young person may have (elements of learning difficulty, impact of autism, communication impairments etc.). This should then form the basis of a support plan which is naturally geared to supporting an individual in a positive and person centered manner and based on a true understanding of why the behaviour occurs rather than a simple reflection of when it is likely to occur.

8.3.5 Support plan/Behaviour management plan / Risk Management Plan

A support plan should be the natural outcome of the assessment. If the assessment concludes that the issue is a reflection of a difficulty to communicate then this should be reflected in the support plan.

- If it is that a child or young person cannot tolerate waiting, then this should be reflected in the support plan.
- If there are multiple issues, then these may all need to be addressed if possible.

Supporting an individual who displays behaviour which challenges can be a complex task. To produce a positive person centred outcome for a child or young person should involve liaison with the child or young person where possible and all the key stakeholders in the individual's life. It should be aimed at producing tangible positive outcomes for a child or young person, and supporting them in a positive and person-centered way.

A support plan should be broken down into at least 3 key areas

1. Antecedent control: what in the individual's current daily life can be adapted or controlled to make the occurrence of the behaviour less likely?
For example, if the assessment concludes that part of the reason the behaviour occurs is that the child or young person does not like demands placed upon them, then can these be removed?
If it is identified that a certain type of manner of communicative approach makes the behaviour more/less likely to occur, then this should be reflected here.
2. Are there activities that the child or young person enjoys and therefore make behaviour less likely to occur?
3. Reactive strategy: a set of clear guidelines that should be followed when behaviour occurs. For example, if the behaviour is an aggressive outburst, then there should be clear guidelines for how staff should respond. If the behaviour is self-injury, then how should staff respond?

The main element of a reactive strategy is how to bring an incident **to a quick and safe conclusion**.

This may mean responding in such a way that reinforces the behaviour if this is appropriate however a reactive strategy is not aimed at modifying the behaviour or teaching the child and young person a new skill – it is solely aimed at bringing the incident to a quick and safe resolution.

No staff member or individual should be in a position of coming to harm for the sake trying to maintain a rule, unless it impacts on a child or young person's safety. Staff will make their own judgment on whether to go onto a location within which they are very likely to be hurt themselves.

Any reactive strategy that requires the use of physical intervention or physical management should be referred to the appropriate service for specialist behaviour input.

Positive program:

This is an outline of how the deficits that drive the behaviour can be addressed outside the context of an incident. For example, if the difficulty is being unable to wait, how is a child or young person supported and taught how to wait outside of the context of an incident? If the difficulty is communicating, then how is this being addressed?

A positive program is the area that requires the most creative thinking as the means by which a deficit may be addressed, or a new skill taught are not always obvious and not always simple. In some scenarios it may not be possible to address a key deficit. For example, a child or young person with Autism seriously struggles or is unable to accept another person's point of view or tolerate some feature of the environment. Here the focus should be on supporting them to communicate their needs and so avoid a difficulty as much as is possible.

8.3.6 Quality of life.

In addition to specific interventions like reactive strategies, it is worthwhile assessing the quality of life of a child or young person and making efforts to improve them. Improving the quality of life of an individual should be the aim of any intervention – but doing this as a standalone intervention will lead to improvements in a child or young person’s wellbeing and the occurrence of behaviour.

8.3.7 Support plan: implementation

A documented support plan achieves nothing if it is not implemented. When a support plan has been drawn up the staff who will need to take key responsibility should be identified and a date set for any changes that need to be made. When reviewing the situation or assessing why a behaviour has continued to present, it should be possible to identify whether the elements of the plan have been enacted or not.

8.3.8 Monitoring

Monitoring is a key part of the assessment process as it should provide information vital to understanding why the behaviour is occurring.

There is no fixed format as to how instances of behaviour should be monitored. For high-rate behaviour, a simple tick list may be appropriate to demonstrate how often a behaviour occurs or when it occurs. For behaviour, which is less frequent more detail may be beneficial.

The type of monitoring used should enable the assessor to gather key information relevant to the assessment, but it should also enable them to chart how frequently the behaviour is occurring and therefore whether it is getting better or worse. This is the measure of whether a support plan is working and therefore if the assessment is valid. If the assessment states that a certain set of circumstances is causing or contributing to the behaviour and they have been addressed, but the behaviour is still continuing, then there is clearly more going on and so the assessment must be revisited.

The assessment is essentially a hypothesis as to why a behaviour is occurring. The support plan acts as the experiment to determine if the hypothesis is valid, and the monitoring demonstrates whether it is successful or not.

8.4 Useful links:

Challenging behaviour foundation <http://www.challengingbehaviour.org.uk/>

Institute of applied behaviour analysis <http://www.iaba.com/index1.html>

British institute of learning difficulties (BILD) <http://www.bild.org.uk/our-services/positive-behaviour-support/>

National institute of clinical excellence guidelines

<https://www.nice.org.uk/guidance/ng11/resources/challenging-behaviour-and-learning-disabilities-prevention-and-interventions-for-people-with-learning-disabilities-whose-behaviour-challenges-1837266392005>

8.5 Incidents are recorded on CPOMS as necessary

Recording events should involve a factual account of what was seen, heard, done. CPOMS accounts can be used in evidence by other agencies.

8.6 Legal and regulatory requirements

This policy sits within current legislation concerning behaviours that challenge, in particular 'ensuring quality services: Core principles for the commissioning of services for children, pupils, adults and older people with learning disabilities and/or autism who display or are at risk of displaying behaviour which challenges.' (NHS England 2014).

The following is a list of legislation, regulation and guidance that the Alternative Provision Service is governed by when supporting children and pupils in behavioural support and physical intervention.

8.6.1 Legislation:

Nothing in this policy is intended to deprive individuals of their right to defend themselves, or others, in situations where they are in fear of harm in the course of their employment.

The Alternative Provision Service will support staff where this has happened, providing the action taken is in self-defense, and is proportionate to the risk posed to them or others whom they support.

All staff are responsible and accountable for their own actions and omissions. Staff are expected to fulfil their duty of care within the law.

8.6.2 Offences Against the Person Act 1861:

Unnecessary use of force during a physical intervention could lead to criminal charge of assault and/or a civil claim for compensation for any harm suffered as a result of the restraint.

Restraining another person without their consent may be a criminal act.

If convicted, the staff member could be fined or imprisoned.

It is important that whenever restraint is used by Alternative Provision staff it is in accordance with accepted training, best practice standards and can be justified in the particular circumstance.

WE ARE TRAINED IN AND FOLLOW THE POLICY AND PRACTICE SET OUT BY TEAM TEACH

8.6.3 Health & Safety in the Workplace 1974:

Concerned with health, safety and welfare at work, protecting others against risks to health and safety in connection with the activities of persons at work, for controlling the keeping and use and preventing the unlawful acquisition, possession and use of dangerous substances and for controlling certain emissions into the atmosphere.

8.6.4 Human Rights Act 1998:

Requires 'public authorities' to act towards all citizens in accordance with the European Convention on Human Rights.

It is unlawful for public bodies, which include local authorities, to act in a way that is incompatible with those rights and freedoms. A 'public authority' includes any organisation that exercises "functions of a public nature". In some circumstances this includes The St

Helens Group, as it acts on behalf of local authorities and other public authorities such as health bodies.

8.6.5 Mental Health Act 1983:

This Act of Parliament covers the reception, care and treatment of mentally disordered persons, the management of their property and other related matters. In particular, it provides the legal means by which people diagnosed with or believed to have a mental disorder can be detained in hospital or police custody to be assessed or treated against their wishes, commonly known as "[sectioning](#)". Its use is reviewed and regulated by the Care Quality Commission. The Act has been significantly amended by the Mental Health Act 2007.

8.6.6 Legislation and Regulation - Children and Pupils:

The Education Act 1996 forbids corporal punishment, but allows teachers to use reasonable force in order to prevent a pupil from:

- Harming him/herself or others*
- Seriously damaging property.
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school.

*Injury (or harm to self or others) is” ...actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by willful or reckless behaviour and self-poisoning”.

8.6.7 Section 93 of the Education and Inspections Act 2006 and DfE (July 2011) ‘Use of Reasonable Force’

These enable school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (or for a pupil under the age of criminal responsibility, doing what would be an offence for an older pupil);
- Causing personal injury to or damage to property of any person (including the pupil himself); or Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in Section 95 of the Act as:

Any teacher who works at the school and; any person that the Head Teacher has authorised to have control or charge of pupils.

This:

- includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors;
- can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (e.g. catering or premises-related staff) and unpaid volunteers (e.g. parents accompanying pupils on school organised visits);
- does not include prefects.

8.6.8 The Children Acts 1989 and 2004:

The Children Act 1989 is designed to help keep children safe and well. If necessary, it helps a child to live with their family by the provision of services appropriate to the child's needs.

8.6.8 Ofsted Services on the Early Years Register and Childcare Register

We *must* inform Ofsted about any serious accident, injury or death that occurs to a child while the child is in their care. This includes times off the premises such as on an outing. *Statutory Framework for the Early Years Foundation Stage*, page 26. *The Childcare Register (General Childcare Register) Regulations 2008*, Regulation 6 Schedule 3 paragraph 25 and Regulation 12 Schedule 6 paragraph 26.

Additionally, those on the Childcare Register must inform Ofsted if any other person suffers such an incident whilst on your premises. Any physical intervention must be recorded.

8.6.10 Legislation and Regulation - Adults:

Must notify CQC of serious injuries, applications to deprive a person of their liberty (and their outcome), allegations of abuse, events that prevent or threaten to prevent the registered person from carrying on an activity safely (Guidance for providers on meeting the regulations Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 (Part 3) (as amended) Care Quality Commission (Registration) Regulations 2009 (Part 4) (as amended) Regulation 18). If in doubt, contact a Quality Manager.

8.6.11 The Human Rights Act 1998 (Article 3) specifically relates to the protection from inhuman or degrading treatment or punishment.

8.6.12 The Mental Capacity Act 2005 sets out the legal framework under which a decision can be made for someone over 16 years in England and Wales who lacks capacity to make it themselves, with the decision being made in their best interests. The MCA should therefore be referenced when behavioural support plans are developed.

8.6.13 Additional Regulation and Guidance

British Institute of Learning Disabilities (BILD) Positive Behaviour Support Mission commitments and child and young person involvement in support planning:

- British Institute of Learning Disabilities code of practice for the use and reduction of restrictive physical interventions (BILD, 2014)
- Mental Health Code of Practice (2015)
- Restrictive physical intervention and therapeutic holding for children and pupils - Guidance for nursing staff (Royal College of Nursing, 2010)
- Care and Social Services Inspectorate Wales (CSSIW): Regulation 38 of the Care Homes (Wales) Regulations 2002
- Children's Home (Amendment) Regulations 2015.
- Residential Special Schools regulations (Amendment) 2015
- Statutory Framework for the Early Years Foundation Stage
- DfE (July 2013) 'Use of Reasonable Force'
- DfE Working together to safeguard children 2015

8.6 EXAMPLES OF DOCUMENTATION TO SUPPORT THE IMPLEMENTATION OF THE ST HELENS ALTERNATIVE PROVISION BEHAVIOUR POLICY

A library of document is embedded in the word version of this policy document to inform and support best practice.

Documentation as it is developed will be available to staff on the school IT systems

Additional training and support materials are available to staff on the school IT system