Positive Behaviour Support Policy

Ratified Date:	15th June 2020
Signed:	*[signature]*
	Lynne Thornton, Chair of Governors
Review Date:	Last reviewed - June 2020 Next review due – June 2021

REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	May 2019
2	**Section 9**, "At a glance" not currently used **Section 10** "Class teachers are required to discuss behaviour with their classes and set expectations that pupils are able to meet. Class rules should be agreed and referred to show clear expectations set out." **Section 19**. Change to positive rewards section: The specifics of this scheme will be dependent on the pupils within the school; it will be tailored to be motivating to the pupils, School council will be used to monitor its success and relevance.	April 2020
3	Appendix C added to incorporate policy on exclusion	June 2020

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1   POLICY

1 Purpose

The primary purpose of this 'Positive Behaviour Support' policy is to illustrate the embedment of a positive behaviour approach within Cumbria Academy for Autism guiding staff through policy and practice. Effective implementation of this approach requires collaborative partnership working with all stakeholders.

2 The School Context

At Cumbria Academy for Autism we acknowledge the existence of children attending with a co-morbid diagnosis. We also understand developmental stages and support personalised approaches within our school community. We ensure staff are both skilled and able to be flexible as well as adopting a 'whole school approach' to behaviour.

In response to this we continue to develop a set of behaviour principles in consultation with governors, staff, parents and pupils that both inform and run in conjunction with this behaviour policy and our Core behaviour principles (see appendix 1). These principles support our pupils, families and staff to work in partnership encouraging our school population to develop skills, strategies and self-reliance to manage their own behaviours to enable them to become successful adults with autism.

It is recognised that due to the educational demands some pupils will find school a more challenging environment. In response to this the behaviour principles and whole school approach to behaviour aim to support the culture of community to enable individuals, where they are cognitively able, to develop a realistic understanding of the impact that some behaviours can have.

Opportunity is given at the end of each school day, and where necessary, for pupils to work with staff to reflect on areas that they have found difficult and to develop their own thinking and understanding to help them establish key skills and strategies to become self-reliant and able to manage their own behaviours. This aims to address the concept of 'false reality' so that pupils can be more prepared for adulthood recognising social norms of society and the natural consequences within the law.

In addition to this it is important that our pupils must learn to keep themselves safe and Cumbria Academy for Autism is committed to ensuring that the young people in our care remain safe in education. This includes references to peer on peer abuse and bullying and the behaviour policy works in conjunction with Anti-bullying and E-safety policies, Safeguarding policy and the Keeping Children Safe in Education Framework (2018) to ensure that we will take seriously and can respond to any incidents of bullying and/ or peer on peer abuse.

3 Positive Behaviour Support

For the purpose of this policy behaviour support is defined as a 'multi component framework' that is committed to:

- Understanding' behaviour of concern' using sound assessment and evidence
- Positive stakeholder consultation
- The development of personalised and enduring systems of support
- Approaches that place enhanced Quality of Life at its core
- The responsible, safe and proportionate use of reactive approaches with the emphasis being to make a situation safe.
- Restorative practice, promoting understanding of why behaviour challenges, the impact it had and has, and how to put things right and make better future choices.

Cumbria Academy for Autism is committed to creating a calm and supportive education environment which involves a multidisciplinary approach to learning drawing upon the expertise of all staff.

We recognise that our young people may present with behaviour that challenges and which causes concern arising from the differences within their Autism and believe that by using 'proactive support' strategies delivered via personalised approaches, within a carefully structured and monitored approach, that a partnership can be created in order to support the young people to express themselves in a more appropriate way.

We believe the need for such change is important for the young person's growth in both educational and emotional aspects of learning. We believe that it is essential to support this change by addressing the function and purpose of the behaviour and developing alternative strategies that serve the same function using structure, consistency, planning, predictability and routine. Cumbria Academy for Autism promotes Positive Behaviour Support through "Team Teach" a quality award training centre, accredited by the Institute of Conflict Management (ICM). Their proactive emphasis mirrors 'our approach' and behaviour principles in that they both endeavour to address the causal need prior to the reactive behaviour becoming a factor of incident and challenge.

4 Behaviour Definition

'Behaviour' within this policy must be interpreted as a physical, sexual, psychological/emotional and social action which has become "challenging" to others or a 'behaviour of concern' when it limits the quality of life and/ or learning for the person and those immediately around them and/or places them and others at risk of harm.

Behaviour of concern may be defined as 'culturally abnormal' behaviour of such intensity, frequency or duration that the physical safety of the young person or others is likely to be placed in serious jeopardy.

Behaviour of concern is also behaviour that is likely to seriously limit the use of, or result in the person being denied access to, ordinary community facilities.

Cumbria Academy for Autism is committed to non-aversive approaches and utilises a positive behaviour support approach within which the focus is on supporting the individual to learn strategies that they themselves can own and use. The learning of strategies by the individual and their use of these give ownership and control of the behaviour change to the young person. Whilst this process may take longer, the success is longstanding and remains with the individual. This requires that staff when presented with 'behaviour of concern' see beyond the 'action' and recognise the need to support and address difficulties related to:

Understanding and Use of Communication

- Thinking skills (choice making, problem solving, planning and organising and thinking ahead)
- Getting on with others
- Sensory preference
- Cumbria Academy for Autism has staff trained as Team Teach Instructors, who in turn train all staff in Team Teach

5 Responsibility

Positive Behaviour Support is part of the class teacher's responsibility with support from a multidisciplinary team, including Teaching assistants, HLTA's, Speech and Language Therapists, Occupational Therapist and School Counsellor and overseen by the Senior Leadership Team which includes the Behaviour Lead.

The Cumbria Academy for Autism behaviour policy will be shared with all staff at induction. It is important that all stakeholders realise that while physical intervention is always a Last Resort it is inadvisable to have a 'no-contact' policy within an educational setting and the use of 'reasonable force' covers a broad range of actions and should include 'no more force than is needed' e.g. including from guiding a child to physical intervention. The School will devise and use sensible plans that support behaviour proportionately as recommended in Keeping Children Safe in Education (2018) and Cumbria Academy for Autism aims to make all reasonable adjustments (in line with Equality Act 2010) by drawing up Positive Behaviour Support Plans in agreement with all stakeholders to enable a reduction of risk and restrictive practices.

Senior Leaders will ensure that all new staff attend the relevant training at Induction so that staff are aware of 'our approach' and their own responsibilities within Cumbria Academy for Autism. It will include:

- Regular review of policy communicating to all staff to ensure that it supports current legislation.
- Support to staff with recording and reporting maintaining appropriate record keeping
- To ensure that all staff in direct support of individuals are trained everyone will undertake training in the Two day Basic Team Teach programme. Staff will also receive the required fresher training as required Annually as well as INSET refresher training and drop in session availability from The Behaviour Lead in the SLT.

- To provide support to staff in relation to specific individuals with specific guidance with their IEP or if extra support is required their Positive Intervention Support Plan (PISPs)
- To ensure that Positive Behaviour Support is established and understood from the outset
- To ensure Teachers complete statutory teacher induction in line with Cumbria Academy's induction policy

The Behaviour Lead In addition to Induction training staff will have regular opportunity to meet with class teachers and senior leaders to:

- Reflect and discuss current recording and reporting information as part of Class teams, Internal meetings and in house training
- Meet with PBS Instructors and Senior Leader/ Practice Support team to discuss behaviour strategies and proactive/ active support from recording and reporting and ensure key actions are met as part of the internal review process
- Where relevant to reiterate within team meeting and personal support framework discussions key concepts related to maintaining personal safety such as personal space, tying back of hair, covering of arms, access to exits and the importance of mindful risk assessment should an incident occur.

All Staff will also, as part of their job agree to:

- Contribute to, understand, read and follow PISPs for people being supported.
- Implement agreed personalised approaches noted within individuals PISPs, EHCPs and Risk Assessments etc. at all times in order to deliver the agreed person centred, autism specific support.
- Inform a senior team member or line manager of any difficulties related to understanding and following of any agreed personalised approaches.
- Ensure that their own Positive Behaviour Support learning and development is refreshed and kept up to date
- Recognise their personal responsibility in keeping the person, themselves and others safe.
- Ensure working practices are informed by purpose and guidance notes and reporting and recording tools i.e., incident reports, Arbour records, injury forms etc.

6 Autism Spectrum Condition Context

It is recognised that the differences in communication (understanding and use), flexible thinking, getting on with others and sensory sensitivities experienced by young people with Autism Spectrum Condition can often lead to heightened levels of anxiety and stress. These differences if unsupported or inappropriately managed may result in the young person's 'behaviour' being deemed challenging to themselves, others or services. It is the belief of Cumbria Academy for Autism that supporting the young person to address the impact of

their autism, in particular their ability to understand and use communication to successfully develop skills related to thinking is the appropriate route to supporting these behaviours.

Young people with autism spectrum condition can display a range of behaviours, many of which would not be necessarily seen as 'concerning'. Many behaviours may have developed as strategies which enables the individual to manage the impact their autism has on them and thus may be a 'concern' to us but not them. In this situation our approach should be to support the individual to develop a more appropriate strategy which fulfils the same purpose for the person but in a different way.

It is therefore a priority to recognise the need to support behaviour change to ensure that our young people are equipped with the skills that allow them the opportunity to develop into a successful adult with skills to live a full and varied life. With this in mind it is important for staff working within children's services that they understand the importance of preparing our children for adulthood. The school context will support appropriate developmental stages whilst recognising that children with autism can find it difficult to adapt and change 'learnt' skills. Staff will always consider the most appropriate uses of support anticipating a primary age child's developmental needs whilst remaining mindful of the skills and strategies that they will require as they mature. What may be necessary restrictive practice for a child e.g. the use of a harness or covert medication must be viewed in the light of them becoming an adult and all efforts should be made to reduce restriction as soon as possible.

2 PROCEDURES

1 Learning and development

Attendance of all staff on the Team Teach training 2 day Basic will be centrally stored for seven years . A staff training matrix will be available which provides an overview of training attended and date for next attendance which includes: Induction, Day 1 and Day 2 of Team Teach and safeguarding training.

Cumbria Academy for Autism will have two instructors for Team Teach. Due to the school's internal training schedule refresher training for staff will take place annually over the course of the first academic term in each school year. It informs part of required regular training alongside safeguarding. Due to the number of staff it does not run as a whole day course but is split to enable all staff to attend refresher intervention training alongside adapted refresher training identified from training analysis within the school. In addition further support and training is given for all staff on an identified need basis. It is each individual staff member's responsibility to ensure that they have attended refresher training and opportunity for missed training will be offered throughout the academic year.

2 Professional impartiality

Behaviour as noted above is a physical, sexual, psychological/emotional and social action. We concentrate on positive efforts to maintain or increase the quality of life for all our young people. Staff are alerted that their values, attitudes and beliefs brought into work influences the way in which we perceive and respond to a particular young person's behaviour. It is

necessary for us to acknowledge this in order to professionally separate our personal values from the actions of those in our support and care. A professional outlook and an unconditional positive regard for each young person must always guide our actions. We focus on promoting the abilities and potential of each young person whilst alleviating any challenges in the least restrictive manner.

3 Code of conduct

There may be specific dress requirements in specific environments in order to further support 'Keeping Safe' i.e. hair tied back, long sleeve clothing etc.

The Cumbria Academy for Autism Code of Conduct describes the standards of behaviour and attitudes expected of everyone working within the school at any time, as they carry out their day to day activities. It is each individual's personal responsibility to meet these standards, so that the people we support, colleagues, and all who come into contact with the Cumbria Academy for Autism, can be assured of an appropriate and professional approach at all times.

The Code of Conduct has been developed with reference to other codes of conduct and codes of practice to which employees may already subscribe through their own professional bodies, and will therefore complement these. The Code of Conduct has the status of a policy document, and all employees are expected to adhere to the standards described; failure to do so may result in disciplinary action.

4 Team Teach

The Team Teach Approach echoes that endorsed by the Cumbria Academy Trust for Autism in that it is person centred, encourages proactive planning and advocates the importance of supporting the young person to learn new skills in order to avoid and prevent crisis from occurring in the first instance. It is our policy to reduce the use of non-restrictive and restrictive physical interventions and engage in Positive Intervention Support Planning based on the needs and strengths of the young person. Where physical intervention is included, those offered by Team Teach are of high social validity, therefore placing respect and dignity of the young person at the forefront at all times. 95% of all incidents should be handled through de-escalation, only 5% should require a form of physical intervention which will be trained to be safe for the pupil and staff. See Positive Handling Procedure.

5 Positive behaviour support

Proactive approaches are unique to the individual with a focus on Positive Behaviour outcomes. Proactive approaches set out are agreed and appropriate support to reducing any incidences of behaviours of concern exhibited by the young person. Information to support proactive approaches can be found in the young person's EHCP, About Me, Risk Assessment, IEP or in a Positive Intervention Support Plan. Class teachers are required to discuss behaviour with their classes and set expectations that pupils are able to meet. Class rules should be agreed and referred to show clear expectations set out.

6 Active Approaches

Active approaches are used by staff to diffuse difficult situations to avoid them escalating. Active approaches are specific to the young person and environment and involve personal interests, preferred food and drinks or therapeutic options such as music or massage. Details of Active Support approaches can be found in young people's risk assessment, About Me, IEP or in a Positive Intervention Support Plan.

Within Cumbria Academy for Autism emphasis on the effective use of these approaches is aligned with staff's timing of these. With this in mind the young person's PISP will detail indicators of disengagement and on-set signals which would alert staff to use primary active approaches and/or secondary active approaches noted in the young person's PISP.

7 Reactive Approaches

We recognise that the need for a reactive response to behaviour must feature as a "last resort" strategy in order to maintain the safety of the young person and staff involved in the incident. It is recognised that there will be some occasions when physical intervention may be necessary in order to maintain safety.

A gradient of response to challenging situations may take the following forms:

Supervisory Restraint / Non-Restrictive Intervention is the exercise of staff's day to day care influencing, affecting or curbing an individual's behaviour primarily for his or her benefit in order to protect them from harming themselves or others. An example may be to warn an individual to stop at the kerb to prevent crossing a road, or to steer a person away from danger. Staff will be mindful of developmental stages e.g. holding a 5 year old hand is acceptable but support for older pupils will take into account social validity.

Physical Restraint is the positive application of some degree of reasonable force in relation to a person for the purpose of preventing them from doing any of the following:

- Committing an offence
- Causing personal injury to any person including the young person themselves.
- Damage to property of any person including the young person.

And in school:-

- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow instruction to do so.
- To prevent a pupil behaving in a way that seriously disrupts a lesson or sporting event.

Restrictive Interventions are designed to prevent movement or mobility or to disengage from harmful physical contact and affects personal freedom and choice.

Physical Restraint is only to be used as a LAST RESORT where every other option to maintain safety has been attempted.

The scale and nature of any physical intervention must be proportionate to the nature of the behaviour and the harm that it may cause. Physical intervention may be:

- Planned – in which staff deploy, where necessary, pre-arranged strategies and method
- Emergency or unplanned use of force – that occurs in response to unforeseen events. In such circumstances members of staff retain their duty of care to the young person and any response must be proportionate.

In school there may be instances when it is appropriate to issue a

"Reasonable disciplinary penalty in response to poor behaviour."

DFE – Ensuring good behaviour in schools 2012

Any disciplinary penalties must be:

- Meaningful to the pupil
- Be person centred
- Appropriate to age
- Where appropriate show consultation with the pupil
- Noted within the reactive part of the Positive Intervention Plan
- Used in conjunction with development of thinking skills linked to transition to adulthood

Such penalties could include:

- Informing parents of incidents of behaviour
- Removal of activity
- Referral to SLT, Behaviour Lead or Head Teacher or
- Detention
- Exclusion

In addition pupils can be searched without their consent, by authorised staff using such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images or sexual items
- Any article that has been or is likely to be used to commit and offence, cause· personal injury or damage to property

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Force cannot be used to search for items banned under the school rules.

Proactive Working Practices –

These are designed to promote good practice at all times and relate to the stability and mobility of staff placing importance on open and nonthreatening body positioning.

Names of interventions included within this are:

- Stance
- Protective Stance
- Touch: Support and Guidance (supervisory if not resisted by the person / restrictive and restraining if person resists).
- Offering help and support to others
- Dialogue
- Physical presence
- Caring Cs

8 Team Teach: Restrictive Physical Interventions:

The BILD code of practice The BILD code of practice stresses that:

- RPI should only be used in the best interests of the service user
- The minimum force for the shortest time
- Prevent injury, pain and distress
- Maintain dignity
- Reasonable and proportionate
- All actions should be necessary

Example of holds taught to everyone, further specific holds can be taught as required in PISPs based on a gradient response approach:

- Single Person One elbow
- Single Person Double elbow
- Two person one elbow
- Two person Double elbow

These will only be used for the shortest time possible to deescalate the situation. All practice is used once individual strategies and techniques are no longer working to self-regulate behaviour.

Non acceptable use of physical intervention/restraint:

This is not an exhaustive list:

- Any holds not Team Teach compliant
- Corporal punishment. It is illegal to use corporal punishment.
- Being held face down.
- Those that threaten or actually cause pain.

- Those that apply pressure to joints.
- Those that apply pressure to the neck, chest or abdomen or restrict breathing.
- Kicking, slapping or punching.
- Tripping up or holding by the hair or ear.

Other measures of control or punishment that must not be used are:

- Withholding of medication, medical or dental treatment.
- Deprivation of sleep.
- Deprivation of food or drink.
- Intimate physical searches.

A search of a person's clothing may be necessary occasionally for example to remove an object that may be used as a weapon.

9 Reporting and Recording

Positive Behaviour Support Planning must include skilled assessment of potential contributory factors which may precede, sustain or subsequently follow the behaviour of concern. This area of assessment can at times be referred to as 'Functional Assessment'. Whilst 'Functional Assessment' is a process in its own right the daily reporting and recording underpin the starting point of any evidence based approach.

Within school the following documentation is in place to support behaviour and a whole approach to each individual pupil

- IEP
- About me
- Positive Intervention Support Plan (PISP)
- Risk Assessment

These documents highlight proactive practice and what is important for the young person in all areas of their life alongside detailing specific proactive and active support. Risk Assessments also support positive risk taking to enable pupils to develop and learn and the Positive Intervention Support Plan, as a working document, includes accurate, current and above all proportionate supporting approaches.

In school a summary of incident data is monitored half termly and impact and changes noted linked to the school progress trackers. Teachers review and update working documents half termly or when necessary

10 Incidents Reporting and Recording

The incident report format has been designed to capture factual information during 'incidents'. An 'incident' can be defined or put simply as any of the following:

An unplanned event which involve any 'behaviours' which cause problems to the person and or others around them.

'Behaviour' must be interpreted as a physical, sexual, psychological/emotional and social action. The occurrence of a situation (an incident) which may place the person and or others around them at risk, which may result in:

 - Physical injury to the person or others - Damage to property - Reduced/restricted access to settings both in the school and or community based due to the behaviour presented

11 Non-negotiable when reporting and recording incidents

- Incident reports must be completed as soon as possible and preferably by the end of each school day. In instances whereby the individual is unable to complete the incident report, a record of the incident must be captured immediately following the incident on their behalf. This can be a digital reference of name and time recorded on Arbor
- Incident reports are recorded electronically on Arbor
- Access to Arbor must be available to all staff
- Incident reports are completed in full with all sections given attention. Leaving blanks gives the impression that section has been missed off. If a section is considered not applicable, then staff to record NA.
- Incident reports must not include the names of any other young people or staff within the factual written description. Staff will record using initials.
- Correct titles of physical interventions should be noted.
- In any instance where an injury is sustained as a result of an incident, an injury report form must be completed. This will automatically be forwarded to the Health & Safety Manager.
- The current requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) may apply if staff or supported individuals are injured whilst using interventions in the use of physical force e.g. an injury to a person requiring hospital treatment. The Health and Safety Executive should be informed if any such incidences are 'reportable'.

12 Reporting to Parents and other agencies

- Reporting low level incidents to parents will be conducted at a personal level and in agreement with individual parents via the class teacher or team.
- All high level incidents will be reported to parents
- If a pupil is injured as part of their own or another pupil's incident parents will be informed by the class teacher. Other minor injuries/ accidents will be shared with parents as relevant.

- Support for the pupil following an incident is also given as part of the whole school approach to behaviour, where those who are cognitively able to engage, to enable them to reflect and consider alternative choices and actively develop their own thinking and processing of the incident.
- Incident reports and data will also be available for outside agencies at request or more regularly if an agreement is set up to support a shared understanding of the young person and their presentation

13 Post incident review and monitoring

Cumbria Academy for Autism endorses a culture of learning and reflection. With regards to post incident review the incident report format has been designed so that staff are supported to consider what went well and what could be made better for the young person and staff in that situation should it reoccur..

The Positive Intervention Support Plan has been designed and guidance produced to inform staff of the approaches to be used at the concluding stage of an incident alongside the skill being taught. The detail of these approaches will illustrate the considerate and adapted approach required by the supported individual. This process of 'debrief' will reflect the personalised needs of individuals and a record maintained within the related incident report..

Where incidents occur and restrictive practice used as a last resort pupils will be given the opportunity to reflect. This will be at an appropriate time within a 24 hour time scale using debrief documentation appropriate to the pupil's level of expressive and receptive communication by a person who was not involved in the intervention

As noted in statutory guidance when an incident has required staff to employ a 'restrictive practice' as part of the reactive approaches, opportunity as soon as possibly safe to do so must be provided to staff whereby reflection and discussion of the incident can occur. A summary of the post incident review is recorded and stored electronically as part of reflection. Debriefs include classes reflecting on incidents through team meetings, reflective practice and post incident debrief within their class teams. Where an incident has occurred where there is use of an 'unplanned' intervention this should be recorded within a Post Incident Review meeting. Where opportunity to have a 'post incident review' has been offered and refused this too must be recorded and a signed record of this refusal stored within the individuals personal file.

Where there has been the use of physical restraint staff will call upon medical assistance as required. A qualified first aider will be available on site to assess the need for medical intervention and will ensure that if necessary then the pupil will have the opportunity to be examined by a registered nurse or medical practitioner. Monitoring sheets will be used to observe for the symptoms of positional asphyxia for up to 48 hours after the incident of restraint.

14 Monitoring of incidents

At Cumbria Academy for Autism all incidents are read and signed by the senior leadership team. Any increase in incidents is discussed at the weekly multi-disciplinary support team meeting and further support signposted. All incidents are recorded onto the Schools Arbor Information Management system. This data is disseminated to classes for discussion every half term and used to revise or develop Positive intervention Support Plans. Teachers are responsible for updating the Positive Intervention Support Plans half termly in response to data and recording and reporting.

Behaviour data also informs the pupil's half termly progress tracker to ensure that emerging patterns can be monitored and responded to through teaching of skills and strategies, prime needs and address and report on any issues in real time. Incident data and a report re behaviour is included in each young person's Annual Review.

15 Audit of Restrictive Practice Used

Within the school setting behaviour data is recorded on the progress tracker in alignment with educational progress. Pupils with increased severity or incident presentation are identified and monitored in real time with teachers updating documentation and reviewing practices used. Input linked to behaviour is included on the pupil progress tracker where relevant. Significant planned restrictive practices i.e. person specific interventions are monitored and where necessary restrictive reduction plans are in place.

An overview of whole school data is shared half termly with teachers and senior leaders.

It is important to audit any use of restrictive practice and unplanned intervention. Through recording and reporting this is monitored however staff should inform senior leaders if they have had to use an unplanned and/ or restrictive practice that is not detailed in a person's support plan. Debrief meeting and follow up support monitor the use of restrictive interventions and it is reported in the annual behaviour report.

Team Teach strongly recommends that all services should keep records / copies of incidents of restraint, for a minimum period of 25 years from the date of the incident.

16 Risk Assessment

When the need to use a restrictive intervention is deemed proportionate and necessary, it is important that appropriate steps are taken to minimise the risk to both staff and the young people we support. A risk assessment should be carried out by the teacher which identifies the benefits and risks associated with different intervention approaches and ways of supporting the young person concerned. The agreed approach to be used by staff are then incorporated into a Positive Intervention Support Plan.

Where physical intervention is noted within the reactive approach of a Positive Intervention Support Plan, depending on the physical intervention in use, it may be appropriate for a Physical Intervention Risk Assessment (PIRA) to be completed and process for monitoring Positional Asphyxia established.

Risk Assessment takes into account: -

The likelihood that the harm will be caused by an individual.

- The potential degree of harm that may be caused to the young person or property.

It is essential that when assessing the risk linked to restrictive intervention then the following factors are taken into account:

- The age and understanding of the young person
- The size of the young person
- The relevance of any disability, health problem or medication to the behaviour in question and the action which might be taken as a result.
- The relative risks of not intervening.
- The young person's previously sought views on strategies that they considered might de-escalate and calm a situation.
- The appropriate method of restraint appropriate to specific circumstances.
- The impact of restraint on future relationships.

The same practice will be used within School and outside of school on external trips and outings. However the Team teach practice cannot be shared and taught to parents due to training requirements, legislation and quality assurance.

17 Positive Intervention Support Plans (PISP)

There will be reference on Pupils IEP to Behaviour strategies and challenging behaviour, if so required a PISP may also be individually designed to further support them. The above reporting tools are used to develop Positive Intervention Support Plans to establish and evidence that additional support is needed regarding 'behaviour of concern'. There are many benefits to Positive Intervention Support Plans which are noted within the 'Positive Intervention and Support Plan – Guidance and Purpose' some of which include:

- It focuses staff support on how the young person needs to be supported to prevent the behaviour from occurring in the first instance.
- Should the behaviour occur, the PISP will ensure that the young person is supported using the least restrictive approach both during and following the 'incident'.
- It enables staff to be clear about the aims of their support and what personalised approaches they are to use.
- This is important as good, consistent support starts with staff knowing what they are doing and how they are expected to do it.
- The evaluation of these plans can demonstrate the outcome and impact of our support.
- New Admissions and Transitions Prior to a young person starting at the CAA require a positive behaviour support assessment will be carried out to inform personalised approaches

18 Restorative Practices

The aim of all behaviour management and policy is to help make a difference to the young people involved. Restorative practice is the lynch pin in dealing with every day behavioural incidents, small and serious. To teach the instigator Empathy and understanding of the victim is achievable through restorative practice. Incidents need to be understood through the viewpoints of the people involved. Those affected will be invited to share:

- What has happened.
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
- What needs to happen to put things right or to make things better in the future

Often Behaviour that challenges is not directly aimed to hurt others as the sole purpose and intent of an action, but it is the interpretation and experience of the challenging behaviour that needs to be understood by the aggressor. Learning to understand their actions and how they are perceived is more likely to result in them actively trying to modify future behaviour as is our long term goal.

Restorative practices:

Authoritarian Approaches *The focus is on:*	Restorative Approaches *The focus is on:*
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
and, as a result;	*and, as a result;*
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

19 Positive rewards

Positive rewards will also be used as a token economy scheme.

Primary Certificates of achievement are handed out in Assembly. In Secondary Pupils achieve points in classes for effort of work and adhering to core behaviour principles; these are recorded as points which allow them access to Friday Golden time. This was requested

by the school council.   Staff will be encouraged to contact families with news of recognition to keep parents informed of positive progress.

This will reward high achieving pupils and give a positive reward for pupils to work too, without punishing pupils who do not achieve it. We are celebrating success, not punishment students are earning their reward, we are not withholding and this is explained in the restoration and reflection process. As in life people who work hard and earn are rewarded.

The specifics of this scheme will be dependent on the pupils within the school; it will be tailored to be motivating to the pupils, School council will be used to monitor its success and relevance.

20. Self-regulation and Independence

Self-regulation and the focus on independence is a core value throughout the school. Pupils will be taught to self-regulate and know what strategies they can implement to achieve more self-regulation of emotional behaviour. Once the pupil is able to actively be involved in implementing the IEP strategies. They will be informed and aware of PISP and all practice to help achieve their self-regulation. This will be taught in tutor time, SMSC, PSHE and a core value in all lessons.

21. Exclusions

Although exclusion would always be a last resort, if a child's behaviour continues to pose threat to themselves and others, or means continuous damage to school-property, there may be grounds for exclusion to be an appropriate measure. Please see ***Appendix 3*** for our policy and more information about exclusions.

Appendix 1

Core Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination, and show respect to other pupils, staff and visitors.
- Staff and volunteers set an excellent example to pupils at all times.
- Agreed responses to behaviour are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by all staff. It is understood by pupils to the level of their ability.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- School and families work in partnership.

This written core statement of behaviour principles is reviewed and approved by the Governance Committee annually.

Appendix 2

Injury Process

An accident is an unplanned, uncontrolled event, which causes, or could cause injury, damage or loss. In most cases accidents can be avoided and it is our intentions to prevent as many as possible. We aim to reduce the risk of accidents by:

Making risk assessments for as many foreseeable risks as possible.

By doing risk assessments we can identify hazards and look at how we can eliminate or reduce the risk.

- The premises are regularly checked and used properly.
- Staff and to some extent the children, are aware of hazards? i.e. putting toys away tidily etc.
- Staff and children are encouraged to care about their environment and their colleagues.
- Staffs identify and report hazards and risks and encourage children to do the same.
- A health and safety officer is appointed to oversee all health and safety issues.

Risk of Injury through behaviour of others

Pupils at our school do display behaviour of concern which can impact on others. Staff are mindful of presentation and safety of others is always a priority. There can be, at times, a risk of behaviour presentation towards others and this will be recorded within a personalised PISP. Staff will be mindful of behaviour presentation towards others and proactively/ actively support pupils in community areas.

All accidents and incidents will be recorded on the appropriate forms and reported to the parents/carers on the day. This will usually be via home school diary/ telephone conversation and 'minor injury form' or if it is a serious injury or one that needs medical assistance the parent will be informed immediately.

There is always a first aider on site at all times, who will deal with minor injuries.

At times pupils can be at risk due to unprecedented behaviour/ incident. In these instances an incident form will be completed and then relevant paperwork put in place to support the young person and their behaviours of concern.

There might be times when an unwitnessed incident occurs for example in a playground, pupils working independently etc. Staff will always try to plan for all eventualities but at these times staff will then follow injury/ incident process and paperwork will be updated accordingly.

Any injury/ possibly injury will be followed up with contact to the parent/carer from the class teacher.

In this instance if an injury is significant a parent will be informed immediately and medical advice sought.
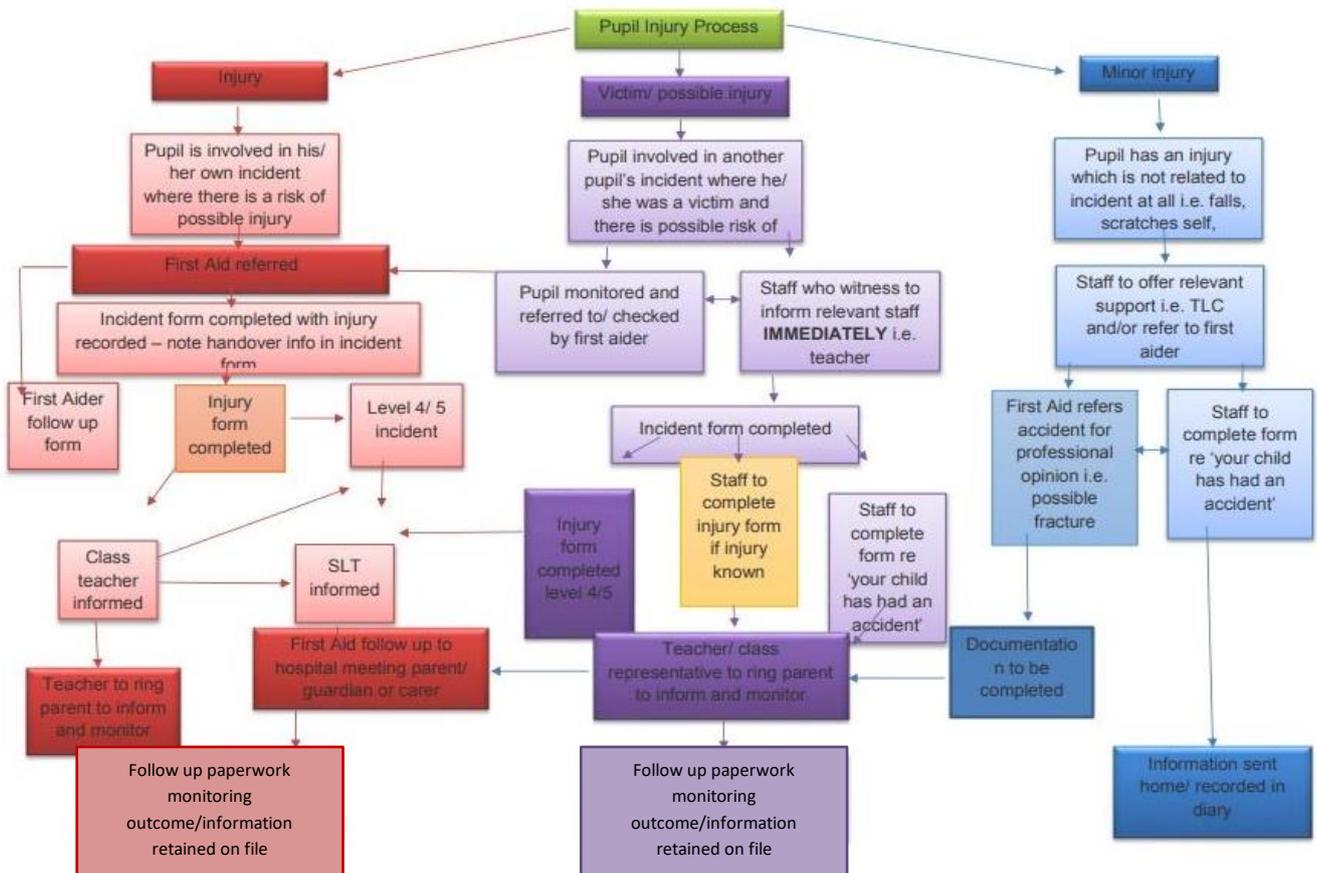
Appendix 3

Exclusions Policy

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions. No exclusion will be initiated without first attempting other strategies, exclusion is our final last resort.

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of all of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted. Here are some of the reasons that an expulsion may take place:

- Serious and persistent breach of the school's rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school.
- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice based harassment or hatred based acts

Exclusion may occur as a result of either one very serious incident, the repetition of serious incidents or persistently poor behaviour.

Any exclusion will be at the decision of the Head Teacher, usually in consultation with other members of the senior leadership team and governors (particularly if they were involved in investigating the incident).

Persistent or cumulative problems

Internal and temporary/fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention with named staff, target setting, home/school communication book etc.

The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

Internal and temporary/fixed-term exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement, a permanent exclusion may be necessary.

In such cases, the Head Teacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

The Governing Body will be informed of all exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

The decision to exclude

If the Head Teacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision;
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Types of Exclusion

1. Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level will be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from a learning mentor etc)

2. Temporary / Fixed-Term Exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time.

This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

3. Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration

After fixed term exclusion the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school.

Work Set

When a pupil is excluded for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

A pupil can be excluded for up to 10 continuous days on a fixed term basis. On the 6th continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the Pupil Referral Unit (PRU) or by providing home education.

Behaviour outside school

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes the any serious breach of policy which could 'bring the school into disrepute'.

Pupils with special educational needs and disabled pupils

The school will always take into account of any special educational needs when considering whether or not to exclude a pupil.

The Head Teacher should ensure that reasonable steps, in line with the Disability Discrimination Act (DDA), have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Managed move

In cases where the Head Teacher and parent's agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parents failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Head Teacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases, the Head Teacher may assist the parents in placing the pupil in another school.

Removal from the school for other reasons

The Head Teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example, because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

A pupil cannot be 'sent home' for other reasons, including poor behaviour.

Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at NGPS school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Reintegration meeting

After every period of fixed term exclusion, the parent and child will be offered a reintegration meeting with a senior member of school's staff. At this meeting, targets will be agreed for improving behaviour and a written agreement produced for all parties to sign.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.

Associated Links

Cumbria Council:

https://cumbria.gov.uk/childrensservices/schoolsandlearning/virtualschool/informationforsocialworkers/attendanceandexclusion.asp

Government guidelines on Exclusions:

https://www.gov.uk/school-discipline-exclusions/exclusions

Associated Links