



Positive Behaviour Management and Physical Intervention Policy

(a balanced approach to reducing risk, restraint and restriction)

Author	Written / Reviewed	Passed by Governors	Next Review
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Vision Statement

At Shenstone Lodge our Positive Behaviour Policy reflects our understanding of the complex needs of the pupils, taking a holistic, whole-person approach to behaviour that encompasses; trauma informed practices, positive behaviour strategies, equality, diversity and tolerance that provide an anti-bullying and safe environment. It is our vision that the Positive Behaviour Policy contains guidelines of how to effectively support every pupil to be **Safe, Happy** and to **Learn**.

Vision: A school that everyone is proud of, offering an environment that allows young people to take risks and be brave with their learning.

Mission: Provide every child with the opportunity to experience an outstanding education academically, emotionally and socially; one that raises aspirations, expectations and educational achievements.

To identify barriers to learning which effectively promotes mental health, wellbeing and positive relationships amongst parents, carers, professionals and other organisations.

Enabling children to develop and reach their true potential.

Values: Safe, Happy, Learning

Aims and Rationale

We have high expectations for all our pupils in terms of their ability to learn and every day is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be the pupils' difficulty to self-regulate. Access to the curriculum can be severely hindered in a pupil who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated pupil is more inclined to make progress due to their readiness to learn and engage. Shenstone lodge's aim is to truly understand pupils and their behaviour, implementing research-based strategies with one aim in mind: to improve the quality of life for all of our pupils.

All pupils who attend Shenstone Lodge have Social, Emotional and Mental Health needs and an Education Health Care Plan. This means that there is a significant likelihood that

some pupils will display some form of concerning behaviours during a typical school day. This policy, therefore, seeks to provide staff, and other key stakeholders, with clear guidelines for Positive Behaviour Support. A consistent behaviour approach amongst all staff is essential, and this begins with a shared understanding of behaviour principles.

(see appendix 1 for definitions used within this policy)

Statement of Behaviour Principles

At Shenstone Lodge School, we believe that...

- Every pupil is unique, and that a 'one size fits all' approach to behaviour management is neither helpful nor desirable
- All behaviour serves a function for the individual
- Behaviour is a form of communication
- Pupils do not just 'behave randomly', sometimes it might be hard to see the reason behind the behaviour, but it is always there
- Staff must use fair and consistent vocabulary when describing a pupils' behaviour
- Pupils who are motivated, and whose personal interests are incorporated into their daily school lives, are less likely to exhibit concerning behaviour
- Restrictive Physical Intervention should only be used to maintain safety and to support good order and running of the school.
- All behaviour management strategies should be in the best interests of the pupil
- The attitudes, perceptions and values of the staff working with pupils can have a dramatic effect on the incidence of challenging behaviour and the effectiveness of how it is managed.

Policy Objectives

- Clearly defined routes for behaviour support
- Practise that encompasses the whole-child
- Pupils learn to understand how to self-regulate and manage own behaviour

- Positive reinforcement that is clear and presented at a level that pupils understand
- High expectations
- Consistency in response
- Bespoke plans that support individual behaviour
- Multi-agency approach
- Relationships that nurture; built on trust and mutual respect
- Schools must respect dignity and enhance quality of life of all individuals
- Increasing meaningful participation
- Increasing choice and control for our students
- Reducing risk
- Promote safeguarding of students and staff
- Avoiding punitive or aversive consequences

Legislation

The policy should be read in conjunction with other school policies relating to interaction between adult and students. It aims to ensure that the students at our school feel safe and secure, so are better able to learn in an accepting environment that fosters support and understanding.

This policy takes account of the following legal frameworks and Government documents:

- Special educational needs and disability (SEND) code of practice, 01.09.2014.
- Behaviour and discipline in school Jan 2016.
- Use of reasonable force in schools.17.07.2013.
- Mental Health and behaviour in schools 12.11.2018
- Equality Act 2010

- 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.
- Safeguarding and Child Protection Policy / Keeping Pupils Safe in Education.
- Positive Environments where Children Can Flourish 06.10.2021

A Consistent Approach to Positive Behavior Management

School Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graded responses to dysregulation and to prevent, as far as possible, the escalation of dangerous behaviours and the use of physical interventions.

Providing an environment that has safety, connection and compassion at its heart ensures that our school environments act to maximise protective factors through the conscious use of our relationships.

All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety and have the skills to respond to those who have been impacted by traumatic stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

Although the management of pupils is the responsibility of all members of staff, the school has Well Being Support Teams who have a specific focus on behaviour within their overall responsibilities.

The school environment is kept tidy, well maintained and bright, with displays that promote positive engagement from students and values their achievements.

The management of risk is the responsibility of all staff members. It will be expected that staff act to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. Staff will make a 'dynamic risk assessments' and act with the student's best interests at the center of their decision making process.

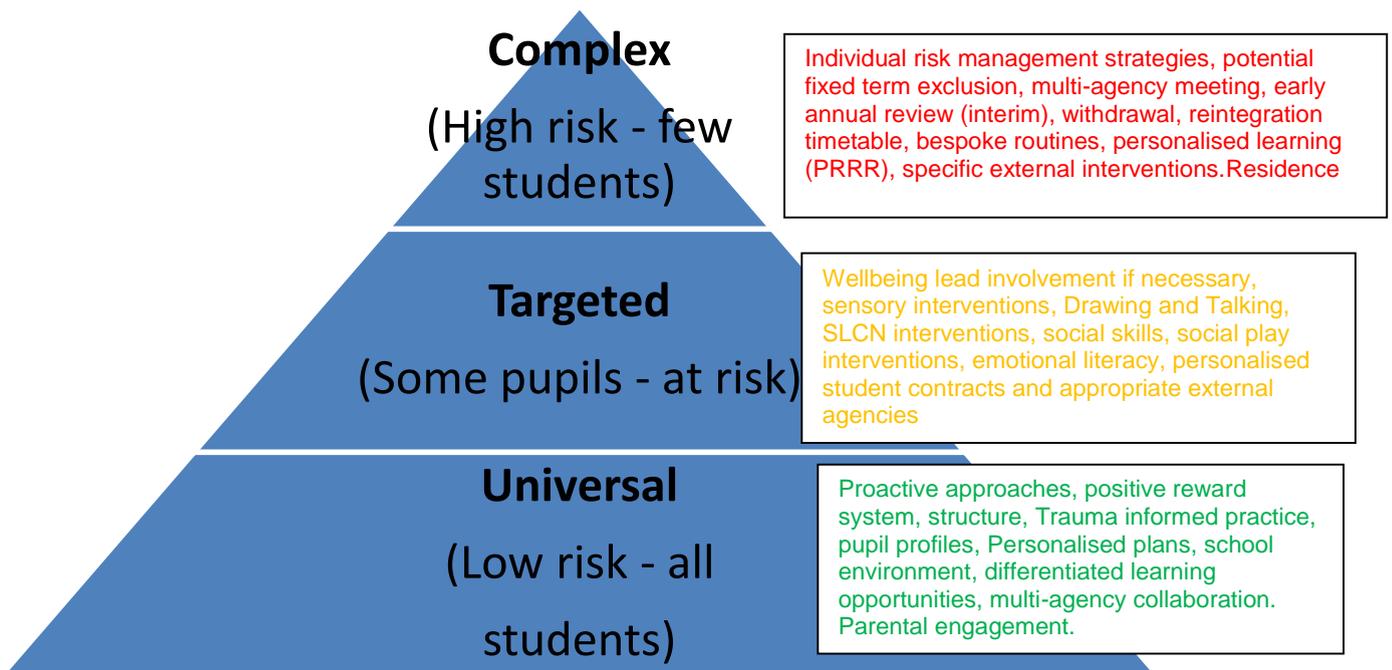
Classroom environment

The physical learning environment in which pupils are taught can have a significant impact on their behaviour. Shenstone Lodge sets high standards for the general appearance of classrooms, and for their upkeep.

Students benefit from small class sizes, high ratios of adult support, carefully differentiated work, additional pastoral support systems and good quality teaching and resources.

There is a strong emphasis on the use of positive language, modelling and encouragement to build students' self-esteem and relationships with classroom and other school adults.

Structure of positive behaviour support (diagram A)



Process for identifying and supporting children that are recognised as needing universal, Targeted or Complex support.

Regular review of Reportable Behaviours as collated from the Behaviour Watch Tracking system and or Motional.

These will include: Exclusion records; number of PIs; Red Slip/Bottom Line Behaviour; Amber Slip; occasions of Recovery Area use

This information supports the types of interventions offered depending on the data

Approaches in supporting students will be made based on the understanding and continual assessment of each individual child's usual baseline presentation and levels of behaviour. This may affect the implementation of the choice of interventions, with the schedule brought forward where serious, sudden or unusual changes in patterns of data are observed.

A regular overview of the school through the number of slips completed will be discussed at Senior Management meetings.

Approaches to promote positive behaviour and mental health

Behaviours that challenge are often perceived as a 'problem' or 'illness' to be treated, cured or stopped. This is not the way that behaviour is perceived at Shenstone lodge. We believe that a certain behaviour is generally a rational, response to adverse circumstances. Rather than view the behaviour as part of the person, we need to change what goes on around the person, such as their environment or how adults support them. It is the responsibility of all staff at Shenstone lodge to look beyond the behaviour, understand what the behaviour is communicating and then provide appropriate person-centred, holistic support to enable pupils to achieve. This approach fits well with the 'Iceberg' model of thinking (which states that although we are able to see the demonstrable aspects of behaviour, there is often a lot 'going on' that we don't see, in much the same way that 90% of an iceberg is submerged beneath the surface of the water).

Shenstone lodge has a strong focus on raising self-esteem and emotional literacy, to ensure that the right types of learning behaviours are reinforced.

We recognise that the children within our school can and do present behaviour that challenges. We understand that they have all had individual pathways into their school placement with us, and staff therefore utilise a graduated response in terms of the broad range of interventions for any given situation.

The school expects that staff will commit to ensuring a number of appropriate trauma-informed responses. Staff will utilise de-escalation strategies that respond to the need being displayed through the behaviour.

Staff will be expected to communicate calmly with the student, and present themselves in a considered and controlled way. The language used should be simplified and offer students opportunities to resolve their difficulties without resorting to violence.

Staff should be confident to offer a range of techniques (Team Teach Training) where possible to reduce the need for physical intervention.

Staff understand that a large number of our students have additional Speech Language and Communication Needs. When responding to situations where children have become dysregulated and heightened, the language used, and 'take up time' to respond, should reflect this. This is critical to the outcome of the interaction.

Strategies used are (across all of the structures of support):

Prevent: Most of our time and energy goes into preventing behaviours of concern from happening in the first place. This means being aware of anything that might cause a pupil to become dysregulated, and which might then act as a trigger for behaviours that challenge. It also means putting into place a range of proactive strategies that are known to assist pupils in staying regulated. Proactive strategies are intended to make sure the pupil has access to strategies and approaches that are suitable and support self-regulation that in turn, lessen the likelihood of escalation. Examples of proactive strategies include:

- Structured/predictable routine
- Verbal praise and encouragement
- Reward systems, suited for each individual
- Certificates of achievement
- Weekly celebrations (class, assemblies, residence)
- Use of personal plans

Early/ Distract: As soon as a pupil starts to show signs of dysregulation, that's the time to act or step back and wait until the pupil has self - regulated. There is still time at this 'trigger' phase to prevent the pupil's dysregulation from escalating. Sometimes, providing a distraction at this point can prevent behaviour from escalating. This might include: doing something unexpected, asking for help to complete a job around the classroom or fabricating a need to have something delivered to the front office. Reactive strategies are designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation where the pupil is distressed or anxious and putting themselves or others at risk. Examples of reactive strategies include:

- Diversion/distraction
- Humour as de-escalation
- Not responding to, or 'ignoring' the behavior
- Personal proximity
- Alerting Wellbeing staff
- Use of physical intervention

De-escalate: At this stage, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state. Wherever possible, the pupil ought to be involved in decision making about what they do or where they go. This might include: going for a walk, offering time out/ choices, change of face, humour, using sensory objects, or swinging on the bird's nest/swings, or being given some time and space.

Make the situation safe: in the event that staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging. This might include: moving furniture, removing items that could be thrown or guiding the pupil to a vacant outdoor space or Wellbeing support room if felt appropriate.

Physical Intervention: It might be necessary to physically support a student (using Team Teach approved techniques (as far as possible)) in order to keep everyone safe. This must be considered to be in 'the best interest of the child', involve the minimum amount of force necessary for the minimum amount of time.

Alternative forms of support (Targeted / Universal)

As pupils move between the structures of support, differing interventions are provided or sought externally. As seen in diagram A, various interventions are utilised.

It is recognised that some students will need additional therapeutic support. The school is able to provide low level interventions to address some therapeutic needs, but will also access the support from external professionals as required. We also provide space for pupils that receive external support from agencies.

Students can have a specific risk assessment or positive behaviour management plan if the range of behaviours observed are extreme or particularly complex (as determined through Behaviour Watch data trends or Motional).

These plans consider the student in depth, and look at ways in which they can be more effectively supported by staff. The plans are made available to all relevant staff and parent/carers.

(See Appendix 3)

On occasion external providers can be sought to offer additional services, these can be delivered on and off site. This will have been explored by SMT/SLT and parent/carers consulted.

Residential Shenstone students follow the same management structures as day students to support consistency across the school.

Wellbeing rooms

It is notable that some students will refer themselves to purposely delegated rooms/ spaces to 'sit quietly', complete work and attempt to self-regulate or co regulate with the adults in the space to support / reduce their behaviour.

On occasions, staff will refer a student to use a 'wellbeing room' to reduce presented and potential risks, or to facilitate 'time out' or 'withdrawal'.

Most of the time this can be done with student agreement.

Positive reinforcements

Rewards

To support and promote a positive, safety focused ethos and culture within Shenstone Lodge, each school operates a positive reward system which encourages and rewards students who make positive choices. At Shenstone, we understand that a successful rewards system has its' core rooted in relationships. It is not acceptable practice for rewards to be revoked.

A note on consequences: Consequences are not seen as a central element of trauma informed approaches to behaviour. However, some children and young people 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 child or young person.

Site specific reward systems (**See Appendix 2**)

Sanctions – Restorative Practice

A range of restorative practices may be required to support students from using behaviours that challenge and to offer the opportunity for students to develop their understanding and reflect on an incident.

It is our intention that any consequences used are proportionate, reasonable and take into account : Health and Safety concerns, student age and competency, the intensity and duration of an event and the short/long term impact of any occurrence on the individual, victim or organisation

Where possible the school will offer a reparative alternative to a negative consequence.

It is our expectation that such measures are not applied punitively to serve the 'sensitivities' of staff.

In some circumstances, following a Health and Safety assessment/ dynamic risk assessment, certain activities may be untenable, e.g. swimming, after school club or off-site events.

In the event of behaviours or actions being so extreme it may be necessary to exclude/suspend students on either a fixed term or permanent basis. These circumstances will be considered on an individual basis by senior staff members.

Examples of behaviours that could be considered for exclusion/suspension would include:

- Continued high level aggressive, threatening and disruptive behavior

- Serious and directed assault of another student
- Serious and directed assault of a staff member
- Serious and purposeful damage to school/ others property
- Bringing weapons in to school with the intention of violent use
- Bringing inappropriate substances into school with the intention to use or supply
- Arriving at school in an intoxicated/ drug impaired state
- Unfounded malicious allegations toward staff or students
- Long term persistent bullying
- Refusal to address/remove inappropriate gang related adornments or hairstyle.

Physical interventions

At Shenstone Lodge every effort is made to resolve conflicts positively using a gradual, graded system of response. This policy describes a range of strategies which should be employed to de-escalate a situation. Pupils are encouraged to use these strategies with support from staff. However, when a situation continues to escalate, it may be necessary to employ Restrictive Physical Interventions.

This policy has been developed in line with DfE guidance Jan 2013 entitled 'Use of Reasonable Force, Advice for head teachers, staff and governing bodies'. It also considers the guidance provided in the OFSTED document 'Providing Environments Where Children Can Flourish' Oct 2021.

This document has been prepared to assist all staff and volunteers working within Shenstone Lodge. Its aim is to explain how and when school staff may use reasonable force, care and control to support the management of its students.

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to our high expectations regarding appropriate behaviour and follow staff directions. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in some circumstances, staff may need to take action involving the use of a physical intervention.

Legal Framework

Reasonable force should only be used if it is deemed to be in the BEST INTEREST of the child following an analysis of the presented risks
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The Education and Inspections Act 2006 (Part 7, Chapter 1) stipulates that reasonable force **may** be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the school (this includes authorised out-of-school activities)
- self-injuring
- causing injury to others
- committing an offence

ALL staff and volunteers should operate with an appropriate duty of care and within policy guidance.

The application of any form of physical control can place staff in a vulnerable position.

Staff, therefore, have a responsibility to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

DFE guidance states that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that puts at risk the safety of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- prevent a pupil at risk of harming themselves through physical outbursts

Shenstone Lodge School however will only resort to using restrictive physical intervention if the student(s) concerned present a foreseeable risk of harm to themselves, other people or committing a criminal offence or causing significant damage to property.

The school expects that staff will utilise all of the above mentioned strategies to de-escalate a situation that has the potential to become dangerous.

Staff will be expected to communicate calmly with the student, and present themselves in a considered and controlled way. The language used should be simplified and offer students opportunities to resolve their difficulties without resorting to violence.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Control

Active control may be used to divert a pupil from a destructive or disruptive action (for example, guiding or leading a pupil by the hand, arm or shoulder with little or no force). Passive control may be moving between two pupils or blocking a pupil's path.

Restrictive Physical Intervention

The use of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement. (Team Teach 'Physical Contact' publication 2011) The Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force or physical restraint, as a last resort and where there is no other acceptable alternative. It clearly outlines 3 areas when use of reasonable force is justifiable:

- o To prevent a pupil causing injury to themselves or others.
- o To prevent them from damaging property.
- o To prevent them from committing an offence.

The purpose of its application should be to safeguard the person, other people or prevent significant damage to property. The level of compliance from the pupil determines whether or not the interaction is a control or restraint.

A physical intervention should use the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or damaging property.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause (see page 3 of the DfE guidance Use of Reasonable Force 2013).

Reasonable adjustments for pupils with a disability or special educational needs will be made to take account of known information about the pupil's needs and their understanding of the situation.

The underlying principle of any restrictive Physical Intervention should meet the following legal criteria:

- o Why was the Intervention Necessary
- o Could it be deemed Reasonable
- o Was it Proportionate to the degree of risk?
- o How was this in the Best Interests of the pupil

The use of reasonable force

As the safety and wellbeing of all staff and pupils is paramount, staff should always first give consideration to both their own safety and that of others as well as remember that we only ever use the minimum level of force needed to restore safety. The guiding principles relating to the use of reasonable force are as follows:

- It is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff must take steps in advance (proactive and reactive strategies) to avoid the need for the use of reasonable force through dialogue and diversion and at the level of understanding of the child or young person.
- To prevent severe distress, injury or damage only the minimum force necessary will be used.
- After an incident, staff will be able to show that the intervention used was in keeping with the school's positive behaviour management policy.
- Every effort would have been made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.
- As soon as it is safe, the 'physical' intervention will be relaxed to allow the pupil to regain self-control.

- A distinction will be maintained between the use of an emergency intervention, which is appropriate to a particular circumstance, and the use of planned intervention.
- Procedures are in place for supporting and debriefing pupils and staff after every incident as it is essential to safeguard the emotional well-being of all parties involved.

A physical intervention may be employed in response to an incident when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road). In such circumstances staff have a duty of care and should act reasonably, proportionately and necessarily actions must remain paramount. Staff should use the minimum force for the shortest amount of time to maintain safety, consistent with the Team Teach training they have received.

The physical techniques are intended to reduce risk and Team Teach techniques seek to avoid injury to the students, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using the appropriate accident form. In some circumstances, following the use of more restrictive holds, it is acknowledged that pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief and transient and poses less of a risk than the behaviour they are employed in response to.

All members of school staff have a legal right to use reasonable and proportionate force. This right applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers as long as they are accompanied by a trained Team Teach member of staff and they are doing so under their supervision and guidance. (Section 93 Education and Inspections Act 2006) Or they acting within the legal framework.

Residential provision

A consistent approach to managing behavior is what best meets children and young people needs. Therefore, the residential provision ensure they use the same approaches as referred to in the document as school. The care team also liaise and link with the head of care and school SMT /wellbeing teams to monitor and review best outcomes for students.

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

After an incident

As a minimum every child after a ground hold will have the opportunity to debrief and reflect the incident with a nominated staff member who was not involved in the incident. Records of debriefs are maintained on behavior watch.

Seclusion and isolation (Safe practice protocols)

The DfE adopts the following position in the Behaviour and Discipline in schools document (Advice for Head teachers and School Staff Jan 2016)

Seclusion / Isolation rooms

Schools can adopt a policy, which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

If a student is forcibly kept in a room (SECLUSION/ ISOLATION) for safety reasons it will be subject to the reporting and recording protocols of other interventions such as holds and restraints. This level of response is not to be used as a sanction or punishment, but as a temporary safety measure.

Students may be prevented from leaving this room by blocking the door way with their body, holding the door shut or locking the door shut in an emergency if this reduces the risks presented (as assessed by the staff attending), for example, by an extremely aggressive student in possession of an object being used as a weapon. The sole purpose of this high level emergency response is to keep all concerned as safe as possible, until the student is calm enough to be

purposefully engaged. They will be supervised by an adult at all times whilst in seclusion to ensure safety.

If seclusion/ isolation is used regularly to support a particular student (averaging more than once a week over a half term), a specific 'Intervention Plan' will be developed with a clear strategy to reduce the levels of seclusion/isolation. The plan will be shared with staff and parents/carers and reviewed half-termly until the number of incidents reduce.

We aim to inform parents verbally before the end of the working day, when their child has been held or secluded. If we do not inform parents/carers this will be recorded with the reason why.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

DfE National Minimum Standards for Residential Special Schools (published April 2015) state

12.7 These standards do not prevent a child from being deprived of their liberty where that deprivation is authorised in accordance with a court order.

Locking the door will be against the norm and will need to be judged/ justified, reported and recorded against all relevant guidance.

The Report of Sir Martin Narey's independent review of children's residential care July 2016 States

"No child in care should be exposed to any more danger than that to which we would expose our own children. The Department for Education, in consultation with Ofsted, needs to reconsider their guidance - taking account of recent Court judgements - to ensure that staff are able to keep children safe by preventing them leaving homes at time of danger, either by locking doors or using restraint, and that they can be confident in the legality of their doing so." (pg 44).

(See appendix 3)

Recording and Reporting

All physical incidents should be recorded on Behaviour Watch within a 24 hour period by the person who led the intervention, (this should be decided at the time). Reports should be 'concluded' (i.e. all participants have made their contributions) for review within 2 working days of an incident. Incidents will be monitored throughout the year by SMT as a regular agenda item.

The overall number of Ground Holds are reported each half term to Team Teach and The Trust. Governors are also kept up to date with the number of Ground Holds used at Full Governing Body meetings.

The use of seclusion/isolation is recorded and outlines who was involved, when (and for how long they were secluded), why this was considered to be the safest option and how was the student responding once secluded/ isolated.

A health & safety Accidents & Aggressive Incident form will need to be completed and returned to the trust health and safety team if injury has occurred to staff or student during the incident. Where staff have been involved in an incident involving reasonable force they should have access to counselling and support if required.

Monitoring incidents

Incidents are monitored continuously by the Wellbeing teams who ensure that information can be passed on as necessary to the appropriate staff eg, Safeguarding, SLT Mental Health lead, care team.

Reviews are carried out regularly at SMT meeting as part of a rolling agenda. Reviews will be used to inform planning to meet individual student and school needs. Any incident which is considered 'significant' as a result of the levels of violence used, amount of damage caused, police involvement or the time spent in seclusion will be reviewed more promptly.

Physical interventions are not considered in isolation and the school is committed to ensuring that following incidents, learning opportunities are created for children that allow them to reflect on and take responsibility for their behaviour.

Complaints and Allegations

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated as appropriate.

Staff are trained to use 'Team Teach' techniques as the preferred positive behaviour management and physical intervention strategy.

Where a complaint or allegation is made, the school will follow the appropriate procedures which may include a referral to the LA designated officer.

Police Intervention

If it is felt that a situation can no longer be managed safely by school, then the decision may be made by senior school staff to call for police assistance.

Power to Search Students Without Consent (July 2015)

In addition to the general power to use reasonable force described above, Heads of School and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Additional information can be found at the link below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Staff development and support

All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a nationally accredited positive behaviour management strategy. Shenstone Lodge School has Advanced Level Trainers across both sites who lead the training.

Staff receive a comprehensive continuous package of training regarding social, emotional and mental health needs. This is delivered through internal and external professionals and the impact measures through SLT. (see Relationship policy)

Continuous professional development is offered twice weekly to all staff teams throughout the term. 5 INSET days are given to all staff.

Every effort will be made to ensure that staff in this school:

- i) clearly understand this policy and their duty of care responsibilities
- ii) are provided with appropriate training to support the management of behaviours that challenge including the use of reasonable force.

Liaison with Parents/Carers and organisations

Shenstone Lodge promotes working with parents and carers. With regard to behaviour that challenges, we know that we are more likely to succeed if parents and carers are supporting the school.

Shenstone Lodge School behaviour management systems underpin all of our everyday work. Every student is an individual and as such may have particular circumstances and needs that require us to respond to them differently. Each school prides itself on being able to offer this flexibility to support to its students.

We also acknowledge that some students need a more bespoke offer to address their individual needs, this may include referrals to external professionals and/or organisations.

Appendix's

APP 1. Definitions used and understood by Shenstone Lodge School Staff

Seclusion/Isolation (Isolation is used interchangeably in DFE and OFTSED documents)	Forcing a person to spend time alone for safety reasons. The student will be actively supported, monitored and supervised.
Withdrawal	Removing, sometimes forcibly a pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.
Time out	Allowing a person some time and space to calm down in a space where they present low risk and can be actively supported, monitored and supervised
Behaviour	An observable communication of need
Behaviour's that Challenge	It is now understood that behaviour that challenges is not seen as a diagnosis but is regarded as something which sets out to serve a purpose, usually that the child has a need that is unmet. Behaviour is identified as challenging if it poses a risk of harm to the child or to

	others and/or if it leads to the child's quality of life being reduced.
Learning Behaviours	The link between the way children and young people learn, their social knowledge and behaviour. It is about developing positive relationships across the three elements of self, others and the curriculum. Learning Behaviour places as much emphasis on teachers and their relationship with children as it applies to the children themselves.
Physical Intervention	The term 'physical interventions' refers to <i>'any method of responding to challenging behaviour which involves some degree of direct physical force to limit or restrict movement or mobility'</i> Harris et al, 2008
Reasonable Force	There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intending to prevent.
Iceberg Model	A way of thinking that helps us to consider why a particular behaviour is occurring, and the factors that might be maintaining it. Just as 90% of an iceberg sits below the surface of the water, there might be many factors that cause and maintain challenging behaviour that we can't see.

Motional Assessment Tool	Motional is a tool that uses a series of questions to help adults better understand how well a child or young person is functioning in terms of their mental health and wellbeing
Adverse Childhood Experiences (ACE's)	Increased knowledge of the child's traumatic history support intervention's that promote prevention of long term effects,
Play, Acceptance, Curiosity and Empathy (PACE)	PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. These principles help to promote the experience of safety in your interactions with young people.
Protect, Relate, Regulate and Reflect (PRRR)	Trauma and Mental health informed schools model for supported evidence based positive change in wellbeing and mental health.
Shenstone Lodge	Refers to both Shenstone and Brades sites.

APP 2 . Site specific rewards systems.

Brades

Rewards

Inclusive reward systems are a key thread of life at Brades with a focus on valuing positive actions both in and outside of the classroom. Lesson to lesson pupils work towards a 5-point system that rewards pupils for punctuality, individually completed work to the required standard and appropriate use of communication. This feeds into our weekly SMSC reward afternoon that allows pupils to select from a number of different activities designed to stretch and engage our young people. We have regular trips that are chosen by student council for pupils that achieve the required number of points. This includes, paintballing, go-karting, theme parks, swimming, water

parks, trampoline parks and any other activity that is rewarding to our young people. The points gained over a certain number are then transferred to the weekly 'tuck shop' where pupils are able to choose from different value ticket items.

For those pupils that go above and beyond the expected level, green forms are given. If a young person has 5 greens in one day we have reward box for pupils to select. Every Friday the top 5 pupils based on points achieve qualify for food of their choice.

For any pupils that receive 100% attendance for the week they have the opportunity to be drawn for a voucher of their choosing.

Sanctions - Restorative practice

Education and development is a key shared value for the whole school community and the staff have high expectations for each individual pupil. To enable the young people to achieve their potential sanctions may be deployed in the form of detentions (to catch up on lost learning), withdrawn working to ensure that young person has access to 1:1 support and daily monitoring via a target sheet. This allows for pupils to work towards a reward that motivates and engages them and clearly scaffolds the appropriate response or form of communication to enable them to be a valued member of society

Shenstone Lodge

Rewards

Inclusive reward systems are also a key focus on valuing positive actions both in and outside of the classroom. Lesson to lesson pupils work towards gaining class dojos, these are awarded for effort rather than attainment as trying is valued as much as success. This feeds into our weekly dojo trip afternoon that allows pupils the opportunity to have an afternoon off curriculum and take part in activities designed to stretch and engage our young people.

At the end of term the successful students can achieve the big dojo trip which is often an all day excursion.

Throughout the day, for immediate praise, the students are encouraged to take excellent pieces of work to Wellbeing or any member of SMT who will reward them with stickers and verbal praise. These are a source of pride within the school community and students with them are often praised by all members of staff who see the stickers.

Sanctions - Restorative practice

Education and development is a key shared value for the whole school community and the staff have high expectations for each individual pupil. To enable the young people to achieve their potential it may be necessary for a student to spend time with certain staff to catch up on learning, talk through difficulties or indeed to vent frustrations. Withdrawn working can be used to ensure that a young person has access to 1:1 support and is away from a class group they have previously struggled in. If the difficulties occur within a specific setting or activity, football for example, a time limited ball ban may be utilised as an acceptable stress/sensory reducing technique.

For highly repetitive or dangerous behaviours we may have to resort to a suspension/ exclusion. These are used as a last resort and allow the staff team time to devise an appropriate plan and the next steps. These can be any length of time from 1 to 5 days and work can be provided during the time the student is away from school.

APP 3.

INTERVENTION PLAN

Name:

Class:

Date:

Please place a tick in the yes or no column.

Key reasons	Description	Yes	No
Oppositional defiance (home to school transfer)	Parents are relating to their children and communicating with them through commands rather than praise and encouragement (at least a ratio of 6 commands to every 1 praise/encouragement.) Research shows that this is enough to lead to OD! This form of transaction results in the child/teenager believing that relationship is primarily about power and control (This continues at school with defiance (power over behaviour) towards teachers who find themselves getting an unwelcome taste of the home culture.		
Developmental deficit (frontal lobe developmental delay)	From lack of repeatedly positive relational interactions in the home environment (emotional neglect) As a result, the child/teenager has not yet developed the frontal lobe executive functions to be able to attend, concentrate for long periods, settle to learn etc.		

Hyperarousal (over aroused stress response system's in the brain)	When this happens the child/teenager will over-react to situations. Minor stressors become major emergencies (e.g. someone pinching your pencil becomes a very big deal).		
Unmet psychological hungers: (Stimulation, Recognition, Structure)	(recognition, stimulation structure hungers). Child/teenager becomes bored - so finds ways to ensure that 'stimulation hunger' is met for example by enjoying winding up the teacher or by being seen as the class clown Recognition hunger to compensate for feeling useless at learning. Structure hunger – winding the teacher up is a way of structuring time.		
Unmet attachment needs	Child or teenager is then desperate for attention. If they can't get positive attention, they settle for negative attention		
Traumatic Loss	Traumatic loss is comprised of separation distress (yearning, searching, and loneliness) and traumatic or emotional distress (numbness, disbelief, distrust, anger, emptiness, and sense of futility about the future).		
Violence due to violent home environments	Research shows that the motor cortex rehearses the violence we see.		
Neurodiversity (e.g accurate Fetal Alcohol Syndrome diagnosis, ASC, ADHD)	The term neurodiversity refers to variation in the human brain regarding sociability, learning, attention, mood and other mental functions.		
High ACE score (Adverse Childhood Experiences)		SCORE	

Personalised plan

	CURRENTLY IN PLACE	ACTIONS AND BY WHO
PROTECT	<p>Please give examples of how and when the below will be in place for the child in school:</p> <p>Safety cues</p> <p>Use of PACE</p> <p>Keep this in the document -</p> <p>School staff to ensure that interactions with children are socially engaging not socially defensive, in order to decrease chances of children relating defensively (flight/freeze/flight)</p> <p>School staff will 'interactively repair' the occasions they move into defensiveness.</p> <p>Provision for children of a clear, confidential and non-shaming system of self-referral for help/talk time.</p>	

RELATE	Relational opportunities for child – to make a shift from blocked trust (not feeling physiologically safe with anyone to trust and from self-help to help seeking.	
REGULATE	Interventions – motional?	
REFLECT	<p>PSHE</p> <p>Assemblies</p> <p>Restorative conversations – modelling inquiry (from the child’s perspective not the listener.</p> <p>Keep this in the document - Staff help children to move from behaving their feelings to reflecting on those experiences through empathic conversations in order to address negative self-referencing and help to develop coherent narratives about their lives.</p>	

