

# St Nicholas School

## Policy for Positive Behaviour Support

(including Searching & Confiscation, Seclusion, Exclusions and the use of Restrictive Physical Interventions)



## St. Nicholas School Canterbury

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<b>Governing Body Committee</b>	<b>FGB</b>
<b>SLT responsibility</b>	<b>Lorna Sullivan</b>
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## **POSITIVE BEHAVIOUR SUPPORT POLICY (including the Use of Physical Interventions)**

### **INTRODUCTION (INCLUDING DEFINITION)**

Our policy is to promote our student's positive mental health / well-being and their socially appropriate (learning) behaviours so that all our pupils can become responsible young people able to participate fully in the community:-

To set high expectations for our pupils whilst valuing each child individually, treating all children with the same respect and dignity regardless of the degree of learning difficulties or behaviour challenges that they may present.

To use a variety of interventions and approaches as a whole school in order to develop the quality of interpersonal relationships, including the use of restrictive interventions, where appropriate to maintain safety. St Nicholas School is mindful that all of our students have Special Educational Needs and Disabilities, which automatically places them at higher risk of having restraint / restrictive practices, as part of their lived experience.

To be intolerant of and report any racist, homophobic or sexist behaviour or language or any form of bullying.

To adopt specific approaches for supporting different pupils according to their individual needs - within a broad framework of agreed standards and expectations for the whole school community. This is within a positive 'no blame' culture, where punishment is not used and any sanctions, negative reinforcers or restrictive practices are actively avoided.

To enable staff to be aware that young people communicate their level of mental health and well-being through their nonverbal behaviour. If behaviours that could be described as "challenging" are shown by pupils, they are to be supported in a positive fashion so that their well-being crisis is calmed / regulated, as soon as possible. The ethos of Positive Behaviour Support (PBS) promotes staff to understand and interpret challenging situations and interactions without - apportioning blame, seeking retribution, their own emotional responses or seeing intentions and motives (on behalf of the young people) that are not actually present – due to their age, stage, needs or levels of emotional / social immaturity.

Pupils' behaviour may also indicate that they have a child protection and / or safety concern – a change in presentation may highlight a young person is vulnerable to and / or is experiencing abuse – see Child Protection policy and Keeping Children Safe in Education (2025).

To train all members of staff in appropriate strategies for supporting pupils to avoid crises and when they exhibit behaviours that could be described as "challenging".

To involve parents and carers as partners in the implementation of this policy.

This policy includes the school policy and guidelines for – Behaviour Management, Use of Force / Physical Interventions, Time Out, Seclusion and Restraint & Restrictive Practice Reduction.

The main practices and principles within this policy have been approved by both Loddon Training and Consultancy and the Kent PROACT-SCIPr-UK® Network (November 2015) – the school is the licence centre for the programme, it manages the monitoring and implementation of the programme across Kent. PROACT-SCIPr-UK® stands for Positive Range of Options to Avoid Crisis using Therapy – Strategies for Crisis Intervention and Prevention.

This policy and St. Nicholas School practice underpins and implements the following national advice, guidance and strategies on the use of minimal force and the reduction in restrictive practices:

- Department for Education [DFE] / Department of Health [DOH] (2019) “Reducing the need for restraint and restrictive intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings”
- Restraint Reduction Network [RRN] (2021) “Training Standards First Edition: Ethical training standards to protect human rights and minimise restrictive practices”
- DFE (2026) “Restrictive interventions, including use of reasonable force, in schools: Guidance for schools in England
- DFE (2026) “Use of reasonable force: advice for Headteachers, schools and governing bodies”
- DFE (2014) Searching, Screening and Confiscation: Guidance for Schools
- BILD (2014) “Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training (Fourth Edition)”.
- BILDACT (2021) “Restraint Reduction Training Standards”.

Our policy and practice also supports the Human Rights Act, UN convention on the rights of the child and the Health & Safety at Work Act (1974).

## **POLICY INTO PRACTICE**

### **WE EXPECT ALL MEMBERS OF STAFF TO:**

Be friendly and courteous

Set high standards in speech and manner

Deal appropriately with any behaviours that could be described as “challenging”

Always support your fellow colleagues and offer to help

Relate positively to the pupils

Support students to self-manage and / or modify their own behaviour

### **TO SET A POSITIVE ENVIRONMENT STAFF SHOULD:**

Empower students enabling them to choose and / or respond in a positive way.

Be proactive in their management of students and planning of learning opportunities.

Learning should be personalised

Be active in responding to difficulties as they arise

Be reactive when responding to serious or crisis situations

There needs to be a gradient of response to the situations as they escalate / de-escalate

Set clear behaviour boundaries

Establish their authority firmly and calmly

Be consistent in their approach

Reward positive behaviours (e.g. verbally, with stickers, certificates etc.)

Plan appropriate activities with suitable adapted learning

Provide positive feedback

Follow the Circle Time approach and ensure that your class is represented in the Achievement Certificate section of the weekly assembly

Have a team approach with shared ownership and responsibility for the behaviour and behaviour support plans of all students.

#### **WHEN PROBLEMS ARISE:**

- Separate the problem from the person and respond to the problem by making it clear that the behaviour is disapproved of whilst the person is still valued
- Seek creative solutions, the most important factor of supporting students behaviour is prevention. Staff should be proactive in their planning and assessment of situations and opportunities to be meet the needs of the students and prevent incidents arising
- Try to be consistent
- Look at the "ABC" way of analysing pupil behaviour

\*What were the antecedents (what happened immediately prior to the behaviour, what were the environmental factors)?

\*What was the behaviour?

\*What were the consequences (what happened immediately after the behaviour)?

\*Where can changes be made so that future recurrences of the undesired behaviour can be reduced?

\*Try to understand the cause and function of the behaviour

\*You should have a general classroom support programme based on the raising of the pupils' self-esteem.

You may need to have individual behaviour support programmes to specify the particular behaviours of a pupil requiring a planned and consistent approach that is recorded to measure its effectiveness.

This process should be shared with your colleagues within your department and if appropriate across the school as a whole. Your Pathway Lead will be able to give you support in this process. Use will be made of the 'Behaviour Support Plan' (appendix a) and individual Risk Assessment (appendix b) – used when pupils are part of the multi-disciplinary 'Positive Behaviour Support' meetings.

A behaviour log or record will need to be kept, recording all episodes of behaviour that could be described as "challenging". The incident should be recorded on CPOMS

When an incident is considered 'serious' and 'threatening' the pinpoint system should be used. The pinpoint should indicate whether assistance is required from ELT or whether it is an emergency situation.

You will be addressing "bullying" issues explicitly through the PSHE programme aimed at pupils taking responsibility for their behaviour and becoming stronger self-advocates of their rights.

When the problem is more intractable:

- Meet with your Pathway lead and outline the situation
- The issue will then be raised at Senior Leadership Team level
- Contact the parents and discuss the issue with them
- A multi-disciplinary meeting may be called to put in place a specific programme

This may lead to instances of physical intervention, when the use of reasonable force to control or restrain pupils is necessitated.

St. Nicholas 6<sup>th</sup> form and our satellite provisions Unit have their own codes of conduct as off-site provisions on the grounds of other educational settings.

When a significant incident has taken place and is recorded on CPOMS, the class teacher / HLTA / Staff or Pathway lead will complete the de-brief element of the record – ensuring staff learning from the incident, the intended function of the behaviour and the pupil's (un)intended learning from the incident. The incident will be recorded and reported to the Senior Leadership Team as part of the pupils' functional analysis / case history and the whole-school behaviour monitoring and analysis processes.

#### **POSITIVE BEHAVIOUR SUPPORT SYSTEM:**

- Pupils access the PBS system as a direct result of incident records or other behaviour data forms, following the ongoing monitoring by Strategic pathway leads.
- The purpose of these meetings to promote learning behaviours and social skills (see Behaviour Support Rationale). The school staff support the pupils to maintain appropriate peer and adult relationships, make safe, informed and positive choices. The staff and parents / carers work in partnership to create a responsive Positive Behaviour Support Plan to record the pupils' needs, wants, preferences, motivators, sensory drivers, functions of behaviour and strategies that support their mental health and well-being needs. Where pupil relationships and behaviour cross the boundary into - direct and targeted - physical aggression, bullying and harmful sexual behaviour (sexual harassment and sexual violence). behaviours that could be described as “challenging” may constitute child-on-child abuse (see KCSIE 2025).

The learning from both of these withdrawal experiences are fed back to staff from the originating classes. The teaching staff from within the behaviour teams may make classroom observations to collect data and take a leading role with training of parents and staff.

#### **PINPOINT RESPONSE SYSTEM:**

- St. Nicholas School (Main site only) uses the PinPoint response system which allows responders with a pager to answer calls for help in Assistance and Emergency Situations, from their given location (as described on the pager and derived from their position in relation to a ceiling sensor).
- Assistance Calls - The button will be pushed by the staff member seeking help and the on-call ELT(s) member will attend to offer advice or help with the situation.
- Emergency Calls - The button will be pulled out of its housing and at least 2 on-call staff members will attend to take over the situation, including seeking emergency service support via 999.
- Medical Assistance: Staff will be seeking the help, support and guidance with a complex first aid and/or health related situation.
- Medical Emergency: This will **ONLY** be used when staff require the on-call staff members to take over an emergency first aid and/or health-related situation. NB- class staff are encouraged to make a 999 to ambulance services to ensure that accurate information is shared

- Behaviour Assistance: Staff will be seeking the help, support and guidance from the on-call SMT member with a complex behaviour situation / incident.
- Behaviour Emergency: This will **ONLY** be used when staff require the on-call staff to take over the management and decisions for an emergency behaviour situation.

### **EMERGENCY RESPONSES):**

- The school has an on-call team who wear PinPoint receiver pagers and answer the calls for help.
- The SLT, members of the Extended Leadership team and PROACT-SCIPr-UK® Instructors are deemed appropriate and skilled in managing emergency (medical and mental health first-aid) and / or behavioural situations in a calm, positive and common-sense manner and, therefore, respond to emergency situations. These staff have (or will have) enhanced PROACT-SCIPr-UK® training (in Higher Risk Restrictive Physical Interventions), may have a basic first aid qualification and / or be a Youth Mental Health First Aider. NB: members of SLT will wear their pinpoint, wherever possible.
- When an assistance call is made an on-call ELT member will attend the situation quickly, in their area.
- When an emergency call is made both on-call staff members will attend the situation immediately – SLT and / or member of the ELT.
- 1-2 staff members will directly assist, with the pinpoint caller able to observe / witness, advise and assist with the decision-making- social validity. The responder will also consider the well-being and / or after-care needs of the pinpoint caller (as soon as is practicable) to try to ensure 'staff safety' in the moment and then, when appropriate, consider staff de-briefing requirements.
- For off-site activities a risk assessment will have taken place before the pupils leave the school site that day, based upon the staff numbers present, pupil mood within the group and previous issues, events or concerns with the activity. If an emergency situation takes place the staff will immediately attempt to make the situation safe, within their training and experience. School will be contacted to inform them of the events which have taken place and a decision will be made as to whether a member of the school leadership and extended leadership / response team should go out to the location and assist / take over. Should a member of the response team go out to assist with the situation they may decide to bring pupil involved or the remaining group back to school, allow the remainder of the group to go on elsewhere and / or ask for the parents / carers of the specific pupil to go out to meet them there, to take them home.

### **Emergency responses at off-site / satellite provisions**

- i) The satellite class leading teacher may (in truly dangerous situations) choose to seek additional support from the host school staff, if deemed necessary at the time in order to maintain safety, until the St. Nicholas School SLT staff arrive to take over the situation. If support from the host school is requested, any support provided would be as per the particular practices and protocols of that host school behaviour policy.
- ii) Where more than one St. Nicholas School class share the same host satellite school site, the different staff groups may be asked to help support each other in emergency situations, to make the situation safe, until St. Nicholas School SLT staff arrive to take over the situation.

The above off-site procedures should be followed for consistency, despite that fact their lead teachers are PROACT-SCIPr-UK® Instructors (or Practice Leaders) and have enhanced training so are members of the response team themselves. NB: the lead teachers may not always be available to assist every incident due to relevant duties. The only change to the standard offsite procedure will be that a dynamic risk assessment will be made due to staff numbers available, pupil mood and previous issues / events at the start of each day.

## **SEARCHING, SCREENING AND CONFISCATION:**

St. Nicholas School follows the DfE guidance on searching, screening and confiscation (2014):

Searching -

- i) St. Nicholas School reserves the right to search a pupil for any item if the pupil is in agreement.
- ii) St. Nicholas School deems that the Headteacher or members of the SLT can authorise a teacher in their place to use the statutory power to search pupils or their possessions when there are reasonable grounds for suspecting that they are carrying the following prohibited items – Knives or weapons or other sharp implements, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, items reasonably assumed which have been (or likely to be used) to commit an offence or items that could cause personal injury to (or damage the property of) themselves or any other person. The school has deemed electronic media devices, such as mobile phones, MP3 players, hand-held games devices as prohibited when they are being used to cause a disturbance.
- iii) The search could include the following locations - pupils' clothes, possessions, desks/work trays and lockers.

Confiscation –

- i) Following a search, the school may confiscate, retain or dispose of a pupils' property as a disciplinary penalty, when reasonable to do so. ii) If prohibited items are found they will be destroyed by the school and not returned to the pupil or their family. NB: if the prohibited items are illegal or have been / could be used in a manner constituting an illegal offence the items will be handed over to the police for them to manage as they see fit.

Screening –

- i) St. Nicholas School does not use metal detecting screening methods.

## **MONITORING BEHAVIOUR**

The Strategic Lead of each pathway have a lead role in the coordination of Positive Behaviour Support Meetings, completion of Risk Assessments, advice on Behaviour Support/Well being Plans and creation / implementation of the 4-Stage Behaviour Support Provision profile.

### **THE FOLLOWING PROCEDURES ARE USED:**

- The Deputy Headteacher, on behalf of the school leadership team, gathers information and analyse data from the records of "pinpoint" usage and all behaviour incidents on a termly basis (6 per year).
- The school leadership team analyse the behaviour data gained from accident forms on a termly basis.
- For students with high instances of serious destructive, disruptive or aggressive behaviour that could be described as "challenging" (i.e. towards staff and/or peers) the incidents are logged and analysed using CPOMS, referrals are made via the extended leadership team, as required.
- The school records the behaviour interventions offered to each young person that exhibits behaviour that could be described as "challenging" on a provision mapping tool – see appendix e attached.

- All Bullying and / or Racial incidents are recorded in separate logs, maintained by the Deputy Headteacher (Behaviour Support). These incidents are reported to the Headteacher, governing body and / or local authority – see anti-bullying policy.
- The trends and issues arising out of the Senior Leadership Review of behaviour and attendance will be reported to and monitored by the Safeguarding Governor following monitoring meetings or visits, at least once per year.
- All behaviour incident data (including that of physical intervention) is analysed as part of functional analyses for the different pupils and as part of the school Positive Behaviour Support Action Plan (including Behaviour Support Planning, Restrictive Practice and Restraint Reduction Action Plans) - See Appendix A, which is compliant with the BILD Code of Practice, (2014).

## **TIME OUT**

Students may seek "time out" to calm down from an episode of behaviour that could be described as "challenging". This may take one of two forms – open or closed and be for non-exclusionary or exclusionary purposes.

- Open time-out may be in an open area such as in the classroom e.g. at their work station / chill out area; outside the class e.g. on a chair; or nearby e.g. in the primary or secondary library areas. They may be also in the playground, under staff supervision.
- Closed time-out may be in one of the "SafeSpace" areas. These areas are artificial tent-like spaces within the corridors of the primary and secondary lobby areas. These areas have doors that cannot be locked, staff should supervise or monitor from an appropriate distance (e.g. outside the doors or out of sight as appropriate); students can go to, enter or leave the areas of their own free will. The spaces have toughened plastic windows to see in and out and opening zips at the top and bottom. The students are free to leave as and when they choose. The regular use of the SafeSpace will be always be carefully planned and used in conjunction with parental permission and be included within the Behaviour Support Plan.

Students may choose to take themselves to the SafeSpace to opt into time-out to calm. For other students, e.g. those with autism, the use of the SafeSpace as a calming room may be preferable to the use of a physical intervention. This is considered time-out as they can exit at any time.

A student may, on rare occasions, be taken by members of staff to the "SafeSpace", against their will, and placed within to calm. This is to be avoided wherever possible and is to only be used as a 'last resort' (students may also require physical intervention to transport to the area) to ensure the safety of the student, their peers or school staff – this is too considered time-out, as they can leave the space at their choosing. St. Nicholas School always prefers the zips to be undone or only partially used - this is considered non-exclusionary Time Out. In very rare occasions, and when the students are aggressive or violent on arrival, the zips may be done up fully (all the way to the top or bottom) – this is considered exclusionary Time Out. All staff will be trained in using such areas to ensure that the practice is in the very best interests of the pupil's wellbeing and safety. The SafeSpace shall not be used if it has an adverse effect on the pupil e.g. escalating anxieties or behaviours. When this short period (the shortest possible) is over there will be a discussion over what has been learnt by the period, how they felt and how those they affected have felt - to make it a learning experience, as part of positive behaviour support e.g. using the SafeSpace Social Story to ascertain the pupils' views about their actions, feelings and learning from their time in the SafeSpace. The role of exclusionary

Time Out is to provide the pupil with an experience of a low arousal environment to help them calm / the staff a period respite and then for both pupil and staff a period of time for discussion and reflection. All parties will learn from the behaviour incident so as to reduce the risk of reoccurrence and to enable all involved to re-build their relationships at the end of the period.

NB: at the end of a SafeSpace session, once the student is calm and ready to return to class, there will be a verbal and / or visually-supported debrief. The purpose of this is to ascertain the pupil's learning from the incident (see above) be it a pupil-led, staff-led or exclusionary time-out session and to signify that the time in the SafeSpace is at an end. A Social Story has been prepared to assist verbal and non-verbal students with this de-brief and to provide a consistent script for the discussion of causes, consequences and learning for all.

The use of the "SafeSpace" time-out rooms complies with the BILD Guidance on Time Out and Seclusion (2009) and the advice of the Kent PROACT-SCIPR-UK network (2013) see appendix f. Whenever the space is used, at the instigation of school staff, the "Time Out " period is logged on CPOMS with the date, name of student, name and the purpose of use – time out / seclusion (and why seclusion was considered necessary), duration of intervention. When time within the SafeSpace is complete the supervising staff member will record the outcome of its use. If a student is to be placed in exclusionary time-out by classroom staff, they must inform the school office via the internal telephone network, thus the message can be passed onto the leadership and management team. The Strategic Pathway leads monitor the use of the time out facilities. All uses of the SafeSpace will be based upon allowing time for a proper functional analysis for the incident that has taken place and not as a spontaneous reaction to an unwanted behaviour.

## **SECLUSION**

On the rarest of occasions, and to ensure the health and safety of all staff and pupils (present), the zips of the SafeSpace may be held together (or the bolts of an external secured garden area applied) for a very short period of time to ensure safety of all involved – this is never to punish or isolate the pupil. This could be considered seclusion-type situation and it is not promoted by either the school or the Kent PROACT-SCIPR-UK network. The period of seclusion will be of the shortest possible period if there is no alternative – it must be carried out by a member of SLT (or ELT) in response to a pinpoint call and no class staff are permitted to seclude any pupil. NB: as soon as health and safety concerns permit, the seclusion will end and revert to the (Exclusionary) Time Out procedures (zips no longer held), to enable learning to take place again. The usual de-briefing procedures, including the use of the SafeSpace Social Story, will be used to gauge learning from the incident and to indicate that the session / incident is at an end. NB: as soon as health and safety concerns permit, the seclusion will end and revert to the (Exclusionary) Time Out procedures (zips no longer held / bolts removed), to enable learning to take place again. The usual de-briefing procedures, including the use of the SafeSpace Social Story, will be used to gauge learning from the incident and to indicate that the session / incident is at an end.

If a seclusion-type situation has occurred, an immediate Behaviour Support Plan review is triggered, parents must be informed and the use of the seclusion(s) discussed with the parents at the next Positive Behaviour Support (PBS) meeting. If a seclusion has occurred the parents/carers will be contacted in writing on the day of the event, preferably following a telephone call as per DfE 2026.

*The Time Out practices were verified and approved by both the Kent PROACT-SCIPr-UK® Network and Loddon Training and Consultancy (13 November 2015).*

## **PHYSICAL INTERVENTION**

Physical intervention is recognised as sometimes being necessary in addition to the school behaviour policies and the individual pupil behaviour management programmes. St Nicholas School adopts the Kent Education and Libraries 'Positive Handling Policy' to cover such incidents. There will be occasions when a pupil's behaviour is such that physical intervention will be the only way to ensure everyone's safety and continue to provide education. If physical intervention is required as part of a behaviour management programme / "Support Plan" then the programme must be authorised by the Pathway Strategic Lead and the parents consulted.

The School has on-going training programmes in place in the use of PROACT-SCIPr-UK® (Positive Range of Options to Avoid Crisis and use Strategies for Crisis Intervention and Prevention) methods, should physical restraint be necessary due to any of the following:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether a teaching session or otherwise.

If a restrictive physical intervention has occurred, the parents/carers will be contacted in writing on the day of the event, preferably following a telephone call (as per DfE 2026).

## **Unacceptable uses of force**

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

## **Other physical contact with pupils**

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument

- to demonstrate exercises or techniques during PE lessons or sports coaching In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:
- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
  - o the pupil has SEND or other vulnerabilities
  - o any alternative strategies that do not include physical contact can be used
- St. Nicholas School considers 'Touch Support' in this category as it is a non-restrictive physical intervention – it is supportive, without providing resistance.

The authorisation applies on school premises and when the staff member has lawful control of the child or young person concerned elsewhere. To ensure the quality and regularity of training the school currently has **18** qualified PROACT-SCIPr-UK® instructors on staff, including 3 Principal Instructors. The school also has a number of Practice Leaders who can support with training/practice.

Following any or all uses of restrictive physical intervention there will be a full de-brief of the incident for both staff and students. if relevant, to give visual support and a script to the de-briefing of the pupil to aid with their understanding of the events that took place and future learning. A debrief for staff will enable staff learning from the incident to take place as part of the Positive Behaviour Support and Restraint and Restrictive Practice Reduction processes. A period of staff support should always take place, to enable the staff to gather their emotions and ensure their well-being, before recording/reporting the incident and returning to normal duties.

## DEFINITIONS

The definition of restraint is the use of force to compel a pupil to comply with the aim of the staff member. The level of force required to make an intervention one that falls within the remit if this policy is difficult to formalise. It is essentially a judgement that relates to the action of the pupil, their characteristics and the action of the staff member. The intention is that the recording and monitoring procedures will ensure that these judgements are agreed and acknowledged as appropriate to the circumstances. For example:

- **Escorting** - Accompanying for protection or guidance. This only should be considered as restraint when the level of compliance and degree of physical force are so great that the pupil is overpowered in order to be escorted
- **Holding** – To assert authoritatively and maintain a standing position for a person who needs to remain in one place or be supported whilst moving in a non-restrictive fashion. Holding is considered as a positive behaviour support for our pupils as they may have difficulty with physical / mobility or lack the capacity to make informed decisions around the safety of themselves or others. i.e. 2-Person Arm Support, 1 or 2-Person Touch Support.
- **Restraint** - The application of force with the intention of overpowering the child or young person to prevent them from harming themselves or others or damaging property i.e. The Hug.

The use of reasonable force will depend upon:

- If the circumstances of the particular incident warrant it
- The degree of force must be in proportion to the circumstances

- The age, understanding and sex of the pupil

The minimum force necessary should only be used and it should never be used as a form of punishment.

**PHYSICAL INTERVENTION CAN ALSO TAKE A NUMBER OF FORMS, FOR EXAMPLE:**

- Physically interposing between pupils
- Standing in the way of pupils
- Holding, pushing or pulling
- Leading a pupil away from an incident

Any more restrictive holds should only be used following training in PROACT-SCIPR-UK® methods. The whole staff will be trained in the use of PROACT-SCIPR-UK® methods and will receive regular updates in training.

All incidents will be recorded – logged and reported – as appropriate using one or more of the following documents:

- CPOMS
- Accident proforma (for staff only)
- STAFFSAFE (To report a staff conduct concern to the headteacher).

Central to our policy for Physical Intervention is the post-incident debrief so that other positive gateways can be considered so that a restraint reduction plan can take place. It must be possible to consider if other positive and alternative strategies could take place in the future, rather than PI. Physical Interventions are only to be used if There Really Is No Alternative (TRINA). Our Interventions are always legal as they meet the Police JAPAN protocol - are PIs are always reviewed and evaluated before, during and afterwards to ensure that they are: Justified, Authorised, Proportionate, Auditable and Necessary.

**GUIDANCE ON THE ACCEPTABLE USE OF PHYSICAL INTERVENTIONS (PIs)**

The staff at St. Nicholas School have been trained in the following PROACT-SCIPr-UK PIs; the acceptable (schoolrecommended) justification for use are described:

**Non-Reported Interventions (Non-Restrictive PI)**

Name of Physical Intervention (PI)	A) Purpose of PI	B) Acceptable reason for use
Assertive Commands (AC)	Common use in incidents, safer as opposed to PI	To prevent a pupil being dangerous, aggressive or severely disruptive.
Stance (STA)	Whenever standing (or sitting) in the presence of the pupils.	Positioning advice reduces the risk of being hurt by the pupils.
Protective Stance Stage 1 (PS1)	Whenever standing (or sitting) in the presence of the pupils.	Positioning advice reduces the risk of being hurt by the pupils, narrowing target area.

Protective Stance Stage 2 (PS1)	To defend / protect yourself against punches, kicks and thrown objects	When being attacked by a pupil / a pupil is showing a direct aggression or an unclear non-verbal communication
Touch Support (TS)	To support, move or escort an agitated or aggressive pupil	To provide guidance around the building, in the community or to assess mood. (If there is resistance, then this will lead to a different and more restrictive intervention being used).

**Reported Interventions (Restrictive PIs – including RRN Training Standard code)**

Name of Physical Intervention (PI) - <b>RRN</b>	Purpose of PI	Acceptable reason for use
Front Approach Prevention (FAP) <b>Restrictive Component</b>	To protect self, equipment or pupils from approaching pupil exhibiting CB and there is no room to move.	To only be used if moving away or front deflection cannot be safely used and gradient into TS or 1PE asap.
Front Arm Catch (FAC) <b>Restrictive Component</b>	To prevent injury (e.g. to the face) from punches, hits or scratches – there arms are raised.	If pupil continues to attack despite TS or PS attempted, if staff member cannot move away from the area, or if pupil cannot or will not move away from the area and is aggressive.
Front Hair Pull Stabilisation / Release with assistance <b>Restrictive Component</b>	If a pupil is pulling the hair of a staff member or pupil (from the front)	This intervention is only to be used until the release is effected. <i>NB: This intervention is to be used only if the hairpull is taking place, it is to be gradient into a lesser support, as soon as possible.</i>

Back Hair Pull Stabilisation / Release with assistance <b>Restrictive Component</b>	If a pupil is pulling the hair of a staff member or pupil (from behind)	This intervention is only to be used until the release is effected. <i>NB: This intervention is to be used only if the hair pull is taking place, it is to be gradient into a lesser support, as soon as possible.</i>
Arm Stabilisation / One Arm Release / One arm Release variation / One Arm release Flick Variation <b>Restrictive Component</b>	If a pupil has taken hold of a staff members arm with one or two hands and their non-verbal communication is unclear.	A pupil has grabbed the arm of a staff member with one or two hands and is refusing to let go.
Front choke/clothes grab 'snake release' <b>Restrictive component</b>	If a pupil has grabbed a staff member or peers around their neck or collar and is refusing to let go.	This intervention is only to be used until the release is effected. <i>NB: This intervention is to be used only if the choke/clothes grab is taking place, it is to be gradient into a lesser support, as soon as possible.</i>
2 Person Touch Support (2PTS) <b>(Restrictive intervention)</b>	To support or escort an agitated (or CB) pupil, requiring the support of 2 staff.	To provide guidance around the building, in the community or to assess mood. <i>NB: This intervention is considered potentially restrictive due to the risk of pushing, if not done correctly).</i>
One Person Escort (1PE) <b>Restrictive intervention</b>	To move a pupil away from one place or situation to another (wide space / place of safety / place to calm), <b><u>as a last resort</u></b>	If moving a pupil away from a crisis, to remove a pupil before / to avoid a crisis. <i>It is not to be used if - the pupil is in crisis and attacking, a pupil will comply with instruction to or is able to move away themselves, or if the staff member does not feel safe or able to move the pupil on their own. NB: if the pupil is calming there will be a gradient down to TS.</i>
Two Person Escort (Kent-Specific) Variation (2PEV) <b>Restrictive intervention</b>	To move the pupil to a different place <b><u>as a last resort</u></b> - to avoid a crisis by removing the pupil to a place of greater safety. This intervention is used on a person-specific basis, particularly if there is a difference in height between pupils and staff. <b><u>It is not to be used if a pupil is dangerously out of control.</u></b>	<i>The pupil is in crisis and attacking, a pupil will comply with an instruction to or is able to move away themselves will be supported at the forearm above and below with their elbow splinted at the supporters' hip or side, until it is safe to reduce support, e.g. if they need to wait in one place and do not wish or are unable to comply. NB: if the pupil is calming or soon as space is available / it is safe to do so, there will be a gradient down to 1P. TS or 2PTS.</i>
One Person Escort Kent Variation (1PEV)	To move a pupil away from one place or situation to another (wide space /	If moving a pupil away from a crisis, to remove a pupil before / to avoid a crisis. <i>It is not to be used if - the pupil is in crisis and attacking, a pupil will</i>

<p><b>Restrictive intervention</b> <b>(24 Hour Monitoring)</b></p>	<p>place of safety / place to calm), <b>as a last resort</b>. <b>Additional support required over the 1PE (approach and momentum applied from behind for the shortest distance – TRINA principles apply).</b></p>	<p>comply with instruction to or is able to move away themselves, or if the staff member does not feel safe or able to move the pupil on their own. NB: if the pupil is calming there will be a gradient down to TS.</p>
<p>Hug <b>Restrictive intervention</b> <b>(24 Hour Monitoring)</b></p>	<p>To prevent a fight or dangerous situation from happening by securely holding a child (by stopping them using their arms)</p>	<p>Child fighting / aggression using arms / to prevent throwing small objects / running away into or placing themselves in a truly dangerous situation. NB: this hold must gradient into a lesser support as soon as possible.</p>
<p>Two Person Arm Support (2PAS) <b>Restrictive intervention</b> <b>(24 Hour Monitoring)</b></p>	<p>To keep a pupil standing safely in one place, rather than moving to a different place <b>as a last resort</b> - to avoid a crisis. It is not to be used if a pupil is dangerously out of control.</p>	<p>The pupil will be supported at the upper arm and lower forearm until it is safe to reduce support, e.g. if they need to wait in one place and do not wish or are unable to comply. NB: As soon as it is safe or possible, there will be a gradient down to 2PTS.</p>
<p>Two Person Seated Escort (2PSE) <b>Restrictive intervention</b> <b>(24 Hour Monitoring)</b></p>	<p>To keep a pupil sitting safely in one place, rather than moving to a different place <b>as a last resort</b> - to avoid a crisis. It may be used if a pupil is in crisis and may be at risk of escalating their behavior to become dangerously out of control.</p>	<p>The pupil will be supported via 2PR or 2PTS to a designated seated area, they will be sat down and supported, in the 2PEV position with their legs splinted across by the supporters nearest leg to keep them in a seated position – to wait for the pupil to calm or to make a decision as to whether additional support from outside school (e.g. parents or police) is required. NB: As soon as it is safe or possible, there will be a gradient down to 2PTS.</p>
<p>Two Person Removal (2PR) <b>Restrictive intervention</b> <b>(24 Hour Monitoring)</b></p>	<p>To remove a person from their position to a place of greater safety or to a seated position <b>as a last resort</b> - to avoid a crisis. It can be used if a pupil is dangerously out of control, but is an aversive action.</p>	<p>The pupil will be supported from behind / supporters facing in the opposite direction, holding at the shoulder using their nearest arm and taking the forearm across the supporters' body and splinting the arm in a diagonal fashion and moving away until it is safe to reduce support, e.g. if they need to wait in one place and do not wish or are unable to comply. NB: As soon as it is safe or possible, there will be a gradient down to 2PTS or, if required move to a seating area to gradient up to the 2PSE.</p>
<p>Bite Stabilisation (B Stab) <b>Restrictive intervention</b></p>	<p>If a pupil is biting another person's arm or other body part and is refusing to let go.</p>	<p>The person being bitten (or a staff member if the pupil does not have the control skills) will hold the bitten body part still to prevent the bite from becoming worse, whilst those supporting try to distract the pupil who is biting to a different activity.</p>

The schools' Principal Instructors also have training in the use of other person-specific Higher Risk Restrictive Physical Interventions (clothes stabilisation / release, standing to lying movement,

back hold release, 2 and 3 person adapted floor holds) which may be used with pupils and / or taught to specific staff (following a functional assessment and audit of need) if such an emergency response is ever needed.

The interventions trained each year are planned following a pre-audit based on the changing needs of the school, pupils, staff or classes. Additional class / person-specific training may take place outside of the normal training programme based upon a risk assessment, as required.

Any or all of the interventions taught may be taught to calm, support or control any pupil in a one-off emergency situation (to maintain order, health and safety) if there is a repeat pattern of use then a Positive Behaviour Support (PBS) meeting will be convened and the use of PI as a planned active / reactive strategy will be discussed and agreed with the family and added to the PBSP.

*Other Interventions, Emergency Control Restraint situations (ECRs) and the use of Additional Higher Risk Restrictive*

*Physical Interventions*

In accordance with the 2006 Education and Inspections Act (Use of Reasonable Force to Control or Restrain Pupils) there are times when, due the Health & Safety of staff and pupils in very dangerous incidents, it may require the use of reasonable force to be used in physical intervention situations where the formal and normal PROACT-SCIPr-UK® PIs are not possible or prove ineffective. Under these circumstances the 'TRINA' principles of PROACT-SCIPr-UK® must be followed – "There REALLY is No Alternative", other graduated responses tried, least restriction possible for the shortest possible time. The level of force used must be both reasonable & proportionate, and for the shortest possible time. If an Emergency Control Restraint is required this will be following a PinPoint emergency call and led by or implemented by members of the SLT to ensure duty of care and that health and safety is maintained. General teaching staff are not permitted to use EC restraints; SLT and / or Emergency Responders are the only staff members authorised to use or authorised to give permission for staff to use ECR. The ECRs used will be used by those with staff who have had advanced PROACT-SCIPr-UK training, at Foundation Level, and will be official SCIPr Interventions which have been named by The Loddon and Kent PROACT-SCIPr-UK Network and authorised for our use and for our Instructors to teach to appropriate and specific staff, following an full audit of need. These interventions will be from the Loddon suite of Additional Higher Risk Restrictive Interventions, where possible; the use of HRRPIs is to reduce the need for and use of other variant or unplanned interventions. All Restrictive PIs, Other Interventions and Emergency Control Restraint situations are recorded on the school incident form and reported to the parents. A debrief between the staff involved PI and A member of SLT will take place following any restrictive PI (with outcome added to the record). All ECRs will have a de-brief led by a different SLT member than those involved. The emergency protocols described in this policy, are to be followed on all occasions,

NB: All staff are given induction PROACT-SCIPr-UK® training in PBS, positioning and proactive PIs (Assertive Commands, Stance, Protective Stance and Touch Support). All teaching staff have the Introductory and (annual) refresher training (subject to individual risk assessment).

#### **PLANNED RESPONSE TO EMERGENCY AND DANGEROUS BEHAVIOUR SITUATIONS:**

- If a pupil is dangerously out of control the staff will 'pull the pinpoint'.
- The on-call SLT member/ELT member who make up the ERT at that time will immediately attend the named location.

- ERT will support with the situation and attempt to make the situation safe (e.g. using positive strategies, their more advanced PROACT-SCIPR-UK training and/or the SafeSpace and as appropriate).
- If the ERT decide that the situation has escalated beyond their control, St. Nicholas School has delegated to them the decision to contact the Police by 999, for them to attend the scene to make the situation safe and assist the school in its decision making, including whether to make an arrest - depending on the age, abilities and capacity of the pupil (offender) involved.
- Following a pupil becoming dangerously out of control any interventions used to 'make safe' will be reviewed and a potential PROACT-SCIP ADMIN 68 – use of Higher Risk Restrictive Physical Interventions application, may be made.

## **RESTRICTIVE PRACTICES AT ST. NICHOLAS SCHOOL**

As part of the Whole-School Health and Safety planning and due to our educating individuals' with Social, Emotional and Mental Health needs (requiring an EHCP, PBSP and / or a risk assessments to help keep them calm or those around them safe) planned restrictive practices are in place at St. Nicholas School:

- Potential use of the SafeSpace and other 'timeout' areas
- Potential use of Restrictive Physical Interventions
- Magnetic locks on the main routes into the primary / secondary areas of the school
- Locks (including magnetic locks) to areas that present a risk to young pupils (science or cookery room cupboards, staff room / training centre areas, hydro pool, kitchen garden etc).
- Thumb-turn locks on the inside of classroom doors – these can be operated by pupils considered old or mature enough to do so safely
- Therapeutic seating, standing or walking equipment
- Therapeutic transfer, manual handling and lifting equipment
- Administration of anti-psychotic medication – in line with the individuals' health care plans.

Any of the above practices are used in-line with the schools Health and Safety policy, health care or positive behaviour support plans and in-conjunction with advice from the individuals' Physio /Occupational therapists, moving and handling risk assessments or CAMHS key worker medication review documentation.

## **DEPRIVATION OF LIBERTIES SAFEGUARDS AT ST. NICHOLAS SCHOOL**

Following a joint decision-making process between with SLT and the Governing Body it has been judged that none of the schools' restrictive practices require a DOLs assessment to be in place – we are not a residential care place, but a community day school.

## **RESTRAINT & RESTRICTIVE PRACTICE REDUCTION PLANNING, PBS AND FUNCTIONAL ANALYSIS**

As part of the school Positive Behaviour Support (PBS) practices, pupils who have a Positive Behaviour Support Plan (PBSP) have it shared with and signed by the parents / carers, class staff and SLT.

Where a pupil has a high level of behaviour incidents or their normal behaviour patterns change significantly a PBS meeting will be called by the Strategic Lead and parents/carers and other agencies in the pupil's life will be invited in to discuss the situation, offer solution-focussed support strategies and revise the PBSP/well being plan accordingly. A Functional Analysis of the pupil's behaviour will be drawn up, along with an individual Risk Assessment by staff ahead of the PBS

meeting and shared with parents / carers in the meeting. The parties in the meeting should seek to find therapeutic alternatives for the pupils' behaviour that could be described as "challenging"; the 'Support Plan' should be amended so as to provide activities which service the individuals' person-specific needs, but in an adult-led and positive way. The Functional Analysis of pupil behaviour, a vital source of information in the reduction of negative learnt-behaviours and the learning of positive, self-managed, behaviour choices.

In a one off situation, students may become emotionally distressed and need the additional support of the Core Physical Interventions (PIs) of PROACT-SCIPr-UK® (as described above); St. Nicholas School Senior Leadership Team reserve the right to use the above PIs, in order to maintain safety and good order. If the pupil has required the support of physical interventions more than twice, it is a known risk and as such they will be named in the Behaviour Support Plan, which will be updated accordingly and be shared with parents for their agreement. Pupils' number of PIs is analysed and reviewed via parents' evenings and PBS meetings – forming an important source of information (alongside their functional analysis) for Restraint Reduction Plans (BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training, 2014).

If our behaviour monitoring highlights that a pupil has a high number of restrictive physical interventions or he/she has a high intensity, dangerous and/or uncontrolled behaviour episode, an emergency PBS meeting may be called. The focus of this meeting will be the potential need for Person-Specific Additional Interventions from PROACT-SCIPrUK, to be part of their PBS plan. Any additional interventions will be shared with parents / carers and agreed to, as part of a planned response to high intensity or emergency situations. The potential use of Additional Interventions is part of a SLT-led plan to manage the pupils' behaviour in a safer and more effective way - risk assessment, risk management, staff/support/resource allocation and restraint reduction planning will be central parts of the revised PBSP for pupils whose behaviour presents the greatest challenge.

## **THE USE OF EXCLUSIONS**

The Headteacher will have met with the parents and outlined a clear action plan to support the pupil. The school's policies for behaviour management will have been followed. Support measures should have been put into place to assist in the support of the pupil's behaviour. All parties to this process will be aware of the use of exclusion if the behaviour reappears.

Exclusion will be at the end of the behaviour support process and will address instances where the behaviour of the pupil is serious and a threat to others. The school follows the 2007 guidance on exclusions; the decision-making flow charts are attached (see appendix g).

The Headteacher may exclude for a fixed period or on a permanent basis. In the Headteacher's absence the Deputy Headteacher will undertake the actions necessary. The number of fixed period exclusions given in the school year will not exceed 45 school days. The parent or guardian will be notified immediately of the exclusion. They will be told:

- The period of the exclusion
- The reason for the exclusion
- That representation can be made to the governing body about the exclusion
- The way in which representation can be made

- This will be confirmed in writing within one school day
- The letter will include details for pupil's continuing education, their right to see the pupil's records, a contact number for the LEA and the Advisory Centre for Education (ACE)

### **THE GOVERNING BODY WILL ESTABLISH A DISCIPLINE COMMITTEE MADE UP OF THREE GOVERNORS WHO WILL**

- Review the use of exclusion within the school
- Consider the views of the parents/carers/guardians
- Confirm exclusions of more than 15 days
- Decide whether to confirm permanent exclusions

### **THE COMMITTEE MUST BE INFORMED OF**

- All permanent exclusions
- Exclusions over 5 school days in any one term
- They must consider any representations made by a relevant person (parent, carer, guardian, the pupil if aged over 18). Oral representation must be allowed.
- Where the exclusion is for 5 days or less then reinstatement cannot be directed
- In the case of fixed term exclusions between 6 and 15 days the meeting to consider the exclusion must be held by the fifteenth school day
- In the case of exclusions above 15 school days the exclusion meeting must be held between the sixth and fifteenth school days to consider the exclusion
- LEA and parents must be invited to the meeting (parents may bring a friend or legal representative)
- Written statements must be submitted in advance
- All statements to be circulated to all parties in advance of the meeting
- If requested the pupil be allowed to attend the meeting

The pupil may have returned to school before the Discipline Committee meets. Where the pupil is still excluded when the Committee meets, the committee should:

- Consider all statements
- Consider the strategies used to modify the pupil's behaviour
- Decide whether exclusion is appropriate
- Write within one day to the parents and LEA indicating the decision of the committee and their reasons for deciding
- Where permanent exclusion is upheld, parents must be given information regarding the appeals process. An appeal should be lodged within 15 school days of the Committee's decision
- Keep a note on the pupil's file in respect of the Committee's decision

As a result of its deliberations the Discipline Committee may decide not to reinstate or to direct the Headteacher to:

- Reinstate immediately
- Reinstate on a particular future date

Where the decision is to reinstate the Headteacher, the relevant person and the LEA must be informed immediately. The Headteacher must comply with the directive of the Discipline Committee. Where the decision is not to reinstate the Discipline Committee must inform the

Headteacher, the relevant person and the LEA. The relevant person must be given the following information:

- The reason for the decision not to reinstate
- The relevant person's right of appeal
- Information regarding the appeal process and to whom the appeal should be addressed
- Advice that the appeal should contain a clear indication of the grounds for appeal
- The last date on which the appeal can be accepted

The LEA is responsible for ensuring arrangements are in place for the relevant person to appeal against the governing body decision to uphold the permanent exclusion. The decision of the appeal panel is binding on the governing body, the relevant person, the Headteacher and the LEA.

NB- On specific occasions where a pupil has become socially or emotionally unwell, and the interventions of the support plan have proven unsuccessful, the pupil collected from school in agreement with of the parents. This strategy may then become an agreed approach within the support plan if agreed by all parties, with regular reviewing. This is considered a Restrictive Practice (under the DfE guidance 2026).

## **PROCEDURES TO FOLLOW IN THE EVENT OF A VIOLENT INCIDENT**

The Health and Safety Executive's definition of such an incident is:

'Any incident in which a person is abused, threatened or assaulted in circumstances relating to their work' All members of staff are to complete an incident form following such an experience. The Headteacher will then undertake an investigation.

The management of the school will;

- Proffer immediate support and help to the member of staff to deal with any trauma and re-establish confidence
- Offer medical support if any physical injury has been sustained and recommend a visit to doctor or hospital as appropriate
- Ensure that the incident is appropriately reported
- Compile a list of witnesses, conduct interviews and collect statements
- Provide the member of staff with a copy of the incident report and notes on any subsequent interviews and statements of witnesses
- Provide details of confidential counselling/support services available to the employee

If having examined all the facts the Headteacher is satisfied that the course of action taken during the incident complied with the school's policies as approved by the Governing Body and the LEA guidelines and directives and that in the circumstances there was no other reasonable course of action available then the following procedures will conclude the matter:

- Notify the member of staff of the outcome of the investigation
- Notify the pupil's parents or guardians or responsible person or agency of the outcome of the investigation
- Notify the LEA and Chair of Governing Body (as appropriate)

- Record the outcome of the investigation, sign the record of the incident, ensuring a copy is placed in the appropriate file
- Take any action in line with the school policies address issues relating to Staff Conduct, School Discipline, Managing Allegations (against staff), Child Protection, Behaviour Management or Exclusion action against the member of staff or pupil.

### **SANCTIONS AND REWARDS – ‘POSITIVE BEHAVIOUR PROMPTS’**

All behaviours whether positive, negative, engagement, attendance of / absence from school, have a function and a communication of needs or wants. Central to our Behaviour Support Plans are analyses of the functions of pupil's behaviours. The Motivation Assessment Scale / QABF (see appendix i) is used to try to find the purpose of behaviours so as to design distracters, motivators and adequate sanctions to help promote positive behaviour in the individual and aid in person-centred planning. Functional Analyses take place when regular and / or frequent problems arise, in line with the schools' 4-Stage Behaviour Support Provision profile. The 4-Stage profile describes and is part of the schools' graduated support for pupils.

Approaches which are embedded and very successful within PBS – i) Positive Reinforcement: (presenting a motivating / reinforcing stimulus to the person after the desired behaviour is exhibited, making the positive behaviour *more likely to be repeated* in the future) – praise, positive rewards, spontaneous access to favoured tangibles, errant access to preferred objects, rewarding self-calming strategies / choice to opt for time-out.

Approaches to be promoted within PBS – ii) Positive Sanctions: (presenting an aversive consequence after an undesired behaviour is exhibited, *possibly making it less likely to occur* again in the future) – verbal reprimands, learning by mistakes, learning about the positive effects of low arousal, use of natural / learnt consequences.

Approaches not recommended within PBS – iii) Negative reinforcement: (the removal of an aversive stimulus after a negative behaviour is exhibited; the particular behaviour *may be reduced or may possibly occur again*, due to the avoidance or removal of a negative or non-favoured consequence) – demand removal, strategic capitulation, reward following a negative behaviour, reverse psychology, unintended consequences, choosing a behaviour to avoid an aversive or non-favoured situation or plan to gain access to a favoured situation.

Approaches to be avoided within PBS – iv) Negative sanctions: (Punitive consequences happen when a reinforcing stimulus is applied or removed following a negative behaviour which possibly *may reduce the behaviour from occurring again or make it more likely to be repeated through resentment*) – removal of reward, loss of a reward point, loss / reduction of free-time, placed in time-out / taken to the 'naughty step', isolation, seclusion, exclusion.

It is a core part of our training, practice, policy and approaches that only positive approaches are promoted, as this complies with the BILD Code of practice and PROACT-SCIPr-UK and proven to be the most successful.

### **BEHAVIOUR DATA ANALYSIS**

There is continuous monitoring of behaviour data by the Strategic Pathway Lead. Continuous monitoring – incidents by type, number and types of accidents, number and type of staff / pupil injuries, number and type of pinpoints, number and types of SafeSpace uses, number and type Physical Interventions. The final form data analysis will be of the different intensity / episodic severity level (adapted from Spicer and Crates, 2016)<sup>1</sup> of the individual behaviour incidents / pupil forms, according momentary effect severity scale<sup>1</sup> from 1 (no after effect, but very demanding of staff time) to 8 (The potential use of a weapon that requires professional medical attention and/or choking with loss of consciousness). This information is reported to the staff on a termly basis and to the governing body 3 times per year. This information is used to target resources, review behaviour support plans and select who may require the support of a PBS meeting to support the class, pupil and their family.

Reference – <sup>1</sup>

Spicer, M (2016)	<i>Non-aversive reactive strategies for reducing</i>	BILD: International Journal of PBS
and Crates, N	<i>the episodic severity of aggression</i>	<b>6, 1, 35-61</b>

## **MONITORING AND REVIEW**

This policy will be monitored on a yearly basis by the Behaviour Support Team to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

## **EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT**

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), St Nicholas School aims to:

- Provide equal opportunity for all;
- Foster good relations, and create effective partnership with all sections of the community;
- Only take actions which does not discriminate unlawfully in service delivery, commissioning and employment;  Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff.

## **Appendix – Behaviour Incident reporting protocol for Satellite Provision(s)**

St. Nicholas School has a number of satellite provisions on the site of host mainstream provisions – the CPOMS online system enables our school staff to follow a consistent behaviour incident reporting process. The sharing of accommodation, facilities and resources with a host site (with its own

behaviour policies and procedures) brings our staff a number of behaviour-related safeguarding implications:

- a) Satellite provision PBS practice – all staff who work on-site at a satellite provision must be aware of both the St. Nicholas School and host site policies and procedures. The satellite lead teacher / manager will make contact with the DSL of each site and share details with them.
- b) If a St. Nicholas School staff member has a behavior concern about a student from the host site – almost all satellite sites have a DSL and / or PROACT (instructor or Practice Leader) trained member of staff who has responsibility for managing the day-to-day caseload of safeguarding practice. If a member of St. Nicholas School staff has a concern about pupil from the host site during school hours they are to report their concern to the host school DSL or named link-teacher using the site-specific reporting process.
- c) If a member of the host satellite staff has a concern about the behavior of a student from St. Nicholas School – The member of staff on the host site should report their concern directly to their own DSL (where possible or will report the concern them self) who will inform the St. Nicholas school DSL / lead staff member or contact St. Nicholas School on 01227 464316 and report their concern to a DSL or named link-teacher on the main site.