



Introduction

This policy is not a stand alone document and forms part of the overall School Behaviour Policies and should be read and used in conjunction with other policies, including the Anti-Bullying Policy, Child Protection Policy, Safeguarding Policy, Health and Safety Policy (Trust Wide), Positive Handling Policy and the School's Complaints Procedure. This whole school policy has been written in consultation with staff and governors and is in accordance with:

The Education and Inspections Act 2006

Children Act 1989/2004

Human Rights Act 1998

UN Convention on Children's Rights

Common Law

Dept of Health Guidance on Permissible Forms of Control (1993) Health and Safety at Work Act 1974

It also reflects current guidance including:

The DFES/DOH Joint Guidance for Restrictive Physical Interventions July

**2002-including a commitment from the school to fully adopt the BILD (British Institute Learning Disabilities) Code of Practice for the use of restrictive physical interventions
BILD Code of Practice 2010**

Physical Interventions: A Policy Framework

Team Teach training and principles

Sir Herbert Laming Interpretation of the Children Act

DFE – Use of Force revised 2013

DFE – Behaviour and Discipline in School revised 2014

Northern House School is committed to promoting a safe, secure and orderly environment of learning. Effective learning, development and support can only take place in an atmosphere that is purposeful and calm. It is a central aim to promote positive behaviour from everyone who works, lives and shares in the school community, thus encouraging everyone to interact with each other in a consistent and appropriate manner built on mutual respect and understanding.

Northern House School is committed to inclusion. Northern House School's continual strategic planning for improvement is to develop cultures, policies and practices to include all learners. We aim to develop a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.



This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment or background.

Positive behaviour from all parties is expected and encouraged at all times. This policy, created and written by the staff team, is intended to guide the whole school community in relation to organisational practice in responding to all levels of behaviour; to be supportive, informative and bringing to the school a uniformity and consistency of action and response in relation to the behaviour of children and teaching staff. It is intended to act as an aid to the development of an educational environment in which children are able to grow and change.

Our Guiding Principles:

- The behaviour of some children may not necessarily respond to interventions although varied strategies will continue to be used.
- Adults and children who feel valued and have their successes recognised tend to behave more appropriately.
- Adults and children who feel undervalued and unable to achieve success are more likely to express their feelings through inappropriate behaviour.
- Defuse rather than escalate.
- Aim for a positive outcome – win/win situation.
- Adults and children when agitated and in crisis require a calm, patient, respectful and clear response that maintains their dignity and promotes their best interests.
- Restrictive physical intervention is used in response to a dynamic risk assessment, in accordance with the Positive Handling Policy, and is in the best interest of the child.
- Recording and reporting incidents informs our thinking, planning and practice.

Promoting care, calm and safe behaviour.

Daily routines promote a calm orderly environment for the whole school community. Staff take care to anticipate any changes in routine, ensuring that young people have been adequately prepared for them. Consistency in the application of rules is also helpful. We aim to reduce the requirement for use of physical management by creating a calm, orderly and supportive environment. Northern House School staff, at all times, maintain a duty of care and make decisions based on the best interests of our children. Duty of care, along with the rights to use reasonable force comes automatically with being given control or charge of pupils. At Northern House School this duty of care starts when the child is greeted by us on arrival in the morning.

We know our children very well. They feel safe, secure and able to learn when working in a quiet, calm and happy school. We believe this can be best achieved by creating and maintaining an environment which is consistent, fair and predictable and where positive relationships develop and thrive.



Modelling and shaping appropriate behaviour

The emphasis of this approach is to focus on the positive and to take the opportunity to use praise as opposed to criticism. We are more likely to be successful in our interactions in supporting those in our school by adopting such an approach. Staff need to be consistent in:

- Greeting children
- Modelling appropriate behaviour
- Clarifying what is acceptable/unacceptable behaviour
- Rewarding good behaviour
- Rewarding effort
- Use of praise, motivation and reinforcement
- Promoting independence, choice and creating opportunities
- Respecting the rights of children to express emotion and frustration
- Encouraging children to understand their feelings and be taught to manage their own behaviour
- Showing a caring attitude towards parents, their children and colleagues
- Respecting the privacy of individuals
- Involving parents, professionals and others in ensuring consistent approaches to managing challenging behaviour
- Having a commitment to team working approaches
- Maintaining clear and secure boundaries
- Working towards meeting individual needs by responding in differentiated ways
- Valuing individual children
- Being aware of group dynamics
- Starting each day afresh, where possible, or have an alternative plan in place so that this is possible
- Having high expectations
- Having clear class routines and procedures
- Providing opportunities to take responsibility
- Creating a calm environment
- Providing positive reflection and thinking time – one to one
- Providing various certificates and making good use of the reward system

Support for staff:

This policy aims to be clear and explicit in order to give staff the confidence to do the right thing.

- Every member of the team will be actively involved in supporting their colleagues through team meetings or discussions, and debriefing meetings providing support and next steps dealing with and individual child, which will focus on the behaviour of individual child causing concern. Debriefs are provided upon request or following significant incidents.



- The school recognises that the behaviour of some children has a detrimental effect on staff's level of stress. The school recognises their duty of care and will make a conscious effort to share the skills and expertise they have to overcome this difficulty and to provide the opportunity for effective debriefing.
- The Headteacher will provide support for staff through the development of Positive Handling Plans which are based on a risk assessment.
- Training in the management and support of challenging behaviour: including the use of verbal and non-verbal, de-escalation and communication approaches, conflict resolution strategies, self protection strategies and restrictive physical interventions for the purpose of escorting and holding children (Team Teach training) will be provided to all staff.
- Using the skills and expertise of our 'in house' TEAM TEACH tutors to support, guide and enhance our practice where needed.
- Instigating positive class changes of particularly challenging children.
- Behaviour management will be revisited regularly in staff meetings, this may include visiting speakers.
- The use of internal exclusion in another class to provide space for the children, peers and staff Supervision Groups to reflect on and improve practice.

A detailed list of the useful strategies and the school's hierarchy of rewards and sanctions can be found in the Staff Handbook.

Involving Parents/Carers:

We aim to work closely with parents/carers of our children by:

- Inviting parents to attend reviews: i.e. six weeks after their child's admission to Northern House and the Annual Statement/EHCP Review.
- Supporting referrals to external agencies.
- Encouraging parents to attend Open Evenings and Parents' Evenings.
- Informing parents by telephone on the day, if restrictive physical intervention has been required.
- Parents/carers will be involved in all aspects of their children's behaviour and have a responsibility to support their education.
- Parents/carers will be encouraged to work in partnership with the school to encourage and promote positive behavior.
- Where necessary and appropriate, Positive Handling Plans will be agreed.
- Being available to share ideas, discuss difficulties and concerns in relation to behavior.
- Inviting parents to celebrate their child's achievements at, performances and concerts.



Supporting our children who are persistent with their challenging and disruptive behaviour and/or whose needs are complex.

Our policy is to:

- Maintain a positive attitude to children
- Listen to what the child is communicating through their behaviour
- Be optimistic regarding children's ability to recover normal development
- Be sympathetic to children's difficulties
- Aim to keep children, on task and in class
- Approach children pleasantly and respectfully
- Speak calmly and quietly
- Defuse rather than escalate
- Aim for a positive outcome
- Have Positive Handling Plans (PHP) for children who require physical intervention
- Listening to 'Voice of the Child' through repair and rebuilding stage following restrictive physical intervention (appropriate to the child's age and stage)
- Maintain close observation of children who present an absconsion risk
- Inform a member of senior staff if a child appears to be in any danger
- Ensure that behaviour support strategies are a frequent focus of staff meetings
- Record all incidents and analyse the data produced
- To act upon this data analysis to produce appropriate provision e.g. by providing extra interventions such as therapy sessions for children with most complex needs and referrals to external agencies such as CAMHS, Occupational Therapy and Speech and Language Therapy.

Reflection and Thinking Time and use of 'Safe Spaces' (Intervention Rooms)

As a supportive measure, when necessary, we may ask children to work on their own away from their class group. This will happen if:

- The child's behaviour becomes too dangerous to remain in the classroom
- There is a need to manage specific individual behaviours
- The child's behaviour is preventing the rest of the class from learning
- This could be a positive strategy to re-engage a child in learning

In these instances, children remain under supervision at all times. This may include without the pupil's knowledge i.e. from afar.

Safe Space Practice

Safe Space is a positive intervention for a child who is finding it difficult to cope within the school environment. It provides an opportunity for the child to calm down in a physical space that is safe, non-threatening and non-demanding. Children are encouraged to use the Safe Space as an opportunity for them to regain their own composure and calmness. Children, where possible,



need to feel enabled to actively choose using the Safe Space as a positive option, instead of resorting to aggressive behaviours toward themselves or others.

The use of Safe Space is an opportunity for the child to collect their thoughts, away from the class, under the supervision of an adult. Children will be expected to be calm before they can safely reintegrate into the learning environment. If the child is unable to judge for themselves when they are safe, the member of staff supervising the child should assess the situation, and if needed, support the child to be safe.

Some children may require physical intervention in order to be escorted and guided into a Safe Space. Our Safe Spaces are fit for purpose, with non-stimulating colours and minimal furniture. The child must be visible and monitored by a member of staff at all times.

There are other spaces around the school, such as pop up tents and soft seating areas where children may choose to take themselves.

Safe Space Procedure

- a) Children should know the availability of the Safe Space and be empowered to request the Safe Space as a positive intervention. Children should also be encouraged and prompted to take themselves there, if they do not immediately recognise the need. Staff should only physically prompt a child to the Safe Space when there has been a dynamic risk assessment and it is in the best interest of the child.
- b) Where possible, two members of staff will be involved in accompanying the child to the Safe Space. All staff understand the importance of monitoring the child and the use of a 'change of face' as a de-escalation technique.
- c) Staff are trained how to safely escort pupils to and release them in the Safe Space, using Team Teach approved techniques.
- d) No lock can be placed on the door to prevent the child from leaving. Only if the child presents a significant potential risk to themselves and others can they be prevented from leaving the room by trained staff holding them. The procedure should be clearly explained to the child and later documented. All incidents requiring Restrictive Physical Intervention must be reported to parents and carers, initially verbally and followed up by a written report.
- e) As far as possible staff should use a positive approach in the Safe Space, encouraging pupils to become calm before leaving the room. Staff must always bear in mind the therapeutic potential gained from children learning to contain their own emotions, but must remain mindful of the potential trauma for some pupils of seeing themselves as 'trapped' or claustrophobic. These aspects need to be verbally fed back to the child and praise should be given for attempts to de-escalate themselves.



Safe Space Versus Opting Out

Within the Autistic Spectrum, there are pupils who may use the Safe Space as an 'opt out' from work. For these individuals there needs to be a clear time limit and investigation into how the pupil can be encouraged to join the group. Staff should help pupils motivate and contain themselves in the classroom environments where ever possible.

Restrictive Physical Intervention (RPI) – Positive Handling Policy

There is recognition that there will be situations when staff deems it necessary to exercise reasonable force to prevent harm. Everybody in school is responsible for the safety of our children and there may be occasions when it is necessary for staff to use restrictive physical intervention (RPI) to safeguard the welfare of a child and reduce the risk of harm. Positive Handling Plans are written for children whose behaviour is a foreseeable risk and who require any form of contact, physical reassurance or restrictive physical intervention, and are written after the first episode of physical management. These plans are formally reviewed termly and informally reviewed after every significant incident. Individual risk assessments are also in place for children whose behaviour presents a risk of harm to self or others.

Northern House School has adopted the TEAM TEACH approach and model of training. A significant part of the training centres on minimising the requirement for use of physical management, and it also includes a range of personal safety strategies and methods for holding children safely. Team Teach training has achieved the ICM Quality Training Centre Award in accordance with DCSF and Department of Health Guidance. Positive handling training is always provided by qualified instructors within rigorous guidelines.

RPI is only used when absolutely necessary. The circumstances for using RPI are predicated on whether there is a foreseeable risk that the child will:

- Harm themselves
- Harm others
- Damage property
- Act in a way that is prejudicial to the maintenance of the order and discipline of the school or among any of its pupils
- Commit a criminal act

The nature of the physical intervention must be with reasonable use of force, proportionate to the risk posed by a child's behaviour and absolutely necessary, in the best interest of the child. The physical intervention applied will be for the shortest amount of time as possible, and with the best interest of the child as paramount concern. The physical intervention, whenever possible, will be away from other children and with a second adult present. We will aim to use the physical intervention techniques and principles adopted as part of our TEAM TEACH training and work within the law regarding our duty of care.

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T Scott Review Date (annually): June 2017

We have adopted the training and principles of TEAM TEACH whose techniques are designed using biomechanics not pain. We acknowledge there are risks involved whenever people make physical contact and use force to protect, release or restrain. We use dynamic and planned risk assessments to reduce these risks and keep best interest of the child as our paramount concern.



Appendix 1

Our 'ANTI-BULLYING POLICY'

At Northern House School, it is recognised that bullying is an unpleasant and unacceptable feature of school life. The whole school staff, in conjunction with parents/guardians and the wider community are committed to reducing the number of incidents of bullying in school and associated problems out-with the immediate school environment. All staff meet regularly to discuss strategies for dealing with bullying.

What is bullying?

Bullying takes a variety of forms. It can be defined as repeated and systematic harassment or attack on others. It may be by individuals or groups. It can include many different behaviours such as:-

- Physical violence or attacks.
- Verbal taunts, name-calling, put-downs, ridicule.
- Threats and intimidation.
- Extortion or sealing of money / possessions.
- Damage of personal property.
- Exclusion from a particular group.

All of these may be minimised by the bullies, but cause real distress or upset for the victims. This can affect their learning and general well-being. Posters of bullying are displayed in the school, on the busses and in the community.

What is the school doing to help?

In School

- PSHE, ASDAN and Citizenship lessons help ease the transition process with one of the main focuses on 'anti-bullying'.
- All members of staff must adhere to a discipline Code of Conduct for pupils which ensures consistency of approach towards pupil behaviour across subject departments.
- Ground rules regarding acceptable pupil behaviour are re-enforced in PSHE, ASDAN and Citizenship classes.
- There are 'Anti-Bullying' inserts in all the PSHE programmes.
- Vulnerable pupils are identified and participate in group work, focusing on self-awareness.
- Individual work and group work takes place for pupils who have been bullies themselves, to look at their behaviour and its effects on others.
- School staff work closely with other agencies to tackle the problem of bullying.

Outside the School

- Training for staff and outside agencies to further explore anti-bullying strategies is ongoing.
- Multi-Agency Awareness Raising events for parents take place.

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What happens in school if an incident of bullying occurs?

- It is vitally important that all pupils understand that they must report incidents of bullying to someone, so that the incident can be dealt with. This should apply not only if they themselves are the victims, but also if someone else is being affected. Bullying must not be tolerated!
- Every incident reported will be dealt with, as deemed appropriate.
- Bullying incidents are recorded and the Area Education Office is notified.
- In the case of an assault the Police will be involved and this may result in the pupil receiving a police warning or even being charged.



Appendix 2

Screening, Searching and Confiscation

School staff can search pupils, with their consent, for any item which is banned by the school rules to ensure the safety of all in the school. (The ability to give consent may be influenced by the child's age or other factors).

The Headteacher and staff, authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation:

Should any child be suspected of having something inappropriate in their possession at school the teacher is entitled to remove this from the child's possession and then hand it back to the child at home time or in the case of a serious discovery of a dangerous item, then to the parent/carer, or if appropriate to do so, reported to the police and kept in school.

Searching:

In all circumstances permission from the pupil to conduct a search will be sought first. It is only in exceptional circumstances where a search will be conducted without the pupil's consent. The member of staff will, if conducting a search for a suspected item will enlist the support and presence of a colleague. This search is undertaken to ensure the safety of all in the school. If a search has been conducted then the parents/carers will be informed by the Headteacher.

Note: The school has an allegations/misconduct of staff policy to ensure the safety of our young people.

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Appendix 3

Behaviour Beyond the School Gate

The power to discipline beyond the school gate:

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

In the instances above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a member of the public, the police will always be informed.

Reviewed June 2016

Signed:

Headteacher Date:

Chair of Governors Date:

Policy due for review in June 2017