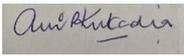


Core Behaviour Policies

Positive Behaviours and Relationships Policy Page 2

Physical Intervention and Disengagement Policy Page 34

Person responsible for this policy:	Ani Kukadia, Proprietor
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Date of Reviewed:	18/5/21 Nicki Jennings
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Signature of Proprietor:	

Positive Behaviour and Relationship Policy

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1/ Introduction

West Lodge Independent School is a learning community where we want everyone: pupils, staff, parents/carers and visitors, to feel welcome and to be valued. We believe each individual is unique and has his/her own special talent which can be developed in a calm, thoughtful and ordered school where there is fairness, understanding, clear rules and boundaries and where the consequences of actions are understood and accepted by all.

Many of our pupils have experienced difficulties, trauma and/or rejection in their lives. We offer the stability that is a necessary pre-requisite for reflecting on their experience and gaining insight, emotional literacy, greater resilience and empathy with others. Our pupils are held accountable for their actions and are given the social and emotional support necessary to make changes when needed. We enable students to take responsibility and make restoration when their behaviour has been unhelpful and to gain alternative strategies and actions for the future.

A significant proportion of our work with pupils at the school is to affect changes in how pupils manage their behaviour. We model different strategies consistently and effectively to show different responses to situations which may lead to conflict. By providing pupils with alternative responses, and modelling these approaches, they are empowered to make more informed and considered choices and understand fully, the consequences of their actions.

We consider that behaviours which challenge always happen for a reason and might be the only way a young person can communicate – it can arise for different reason which are personal to the individual. Pupils who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behaviour support, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

Our pupils are provided with opportunities and support to develop self-esteem, interpersonal and social skills as well as to make positive choices in respect of their behaviour both in and out of school in order to become respectful and respected members of society.

Everyone in the pupil's life has a contribution to make to support and reinforce the policy of the school and, working together, we are more likely to affect strong and positive impact on a young person's self-management.

This policy is underpinned by the principles that are enshrined in UN Convention on the rights of the child. A summary of these rights is attached as an appendix to this policy.

2/ Aims

This policy aims to:

- Ensure every member of the school community works towards standards of behaviour that are based on principles of honesty, respect and consideration
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To encourage the involvement of pupils in the implementation of this policy
- Ensure that the school's expectations and strategies are known and understood by every member of its community
- Outline our system of rewards and positive behaviour strategies
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to pupils' needs
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behaviour needs

- To underpin our beliefs with evidence-based practice and current research

2.1/ Underpinning Beliefs

We believe that:

- Our pupils want to behave well
- Behaviour is a means of communication and we must ensure that all pupils are supported to communicate their needs safely and appropriately using effective and appropriate means of communication
- With the right support and intervention, pupils can learn to self-regulate and manage their own behaviour
- Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the development process
- All of our pupils have complex needs which impact on how they learn to regulate and manage their behaviour
- Teachers and support staff must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it affects on their behaviour.
- To work collectively with our pupils, their parents/caregivers and other professionals is crucial in supporting them to develop and practice strategies to self-regulate and manage their behaviour successfully.

Teaching and support staff can support our pupils by:

- Being mindful and reflecting on the quality of our relationship with each other (staff relationship guidelines) and them
- Reflecting and being committed to continuously improve the quality of our provision
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of our pupils' individual needs.
- Reflecting and planning the “scaffolding” we put into place to support them to learn self-regulation skills
- By observing, gathering and analysing data on behaviour to ensure our interventions are personalised, well informed and planned according to the needs of each individual within context of their class or within particular lessons on and off site
- To work in close partnership with our pupils, their parents and carers, and other professionals working with them such as occupational and/or art therapy, speech and language therapy etc
- To invest time, and allow safe spaces and opportunities for pupils to practise these skills and make mistakes from which they can learn, develop and grow.

The resources, interventions and learning consist of;

- A variety of individualised and accessible needs of communication

- Clear and realistic expectations
- Rules and boundaries
- Routines
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

3/ Legislation and statutory requirements

This policy is based on:

- The Equality Act 2010

and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools January 2016
- Searching, screening and confiscation at school January 2018
- Use of reasonable force in schools July 2013
- Supporting pupils with medical conditions at school December 2015

It is also based on:

The Special Educational Needs and Disability (SEND) Code of Practice January 2015

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

4/ Definitions

Poor behaviour is defined as:

- Disruption during or between lessons, and at break and lunchtimes
- Poor attitude or approach
- Refusal to engage

Unacceptable behaviour is defined as:

- Repeated breaches of the school rules/pupils' code of conduct
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5/ Expectations of all

5.1 We believe that:

- Regular attendance and good levels of punctuality are most likely to support good progress
- Our school is a centre of learning where staff are expected to teach and provide inspirational learning opportunities
- Pupils are expected to learn to the best of their ability whether in a formal classroom or other environments
- A calm and ordered learning environment, which is based upon positive and mutually respectful relationships, is the best place in which a pupil's progress can be achieved

5.2 Every staff member at West Lodge Independent School is expected to:

- Believe that every pupil can succeed
- Believe that every pupil can build positive relationships within a supportive framework of the school's behaviour management
- Recognise and promote positively behavioural norms

- Provide consistent and clear views of what we mean by good behaviour and self-management
- Teach appropriate behaviour through positive interventions
- Ensure interventions are based upon the promotion of self-esteem and discipline

5.3 Everyone at West Lodge Independent school is expected to:

- Attend regularly
- Arrive to school and lessons on time
- Dress in line with the school uniform code
- Eat and drink at appropriate times and in appropriate places
- If mobile phones are brought to school, they are on silence at all times during lesson times
- Listen to each other: actively, respectfully and carefully
- Do their best in every area of school life
- Take part in a positive way
- Make considered uses of language which suits the situation and which do not offend or upset
- Be responsible for yourselves, your group and your school community
- Consider others

Our policy is crystallised in the following guidelines which are displayed throughout the school:

- **Be respectful**
- **Be honest**
- **Be responsible**
- **Be grateful**
- **Be kind**

5.4 Staff code of conduct

It is crucial that staff act appropriately so that they actively minimise the risk of improper conduct towards a young person. The legislation which came into force on September 1st 1998 (Section 550a of the Education Act 1996) together with national guidance in DfES Circular 10/98 laid out the responsibility of teachers and other permitted staff who have lawful control or charge of pupils with regard to the use of reasonable force in order to prevent children committing an offence, causing injury or damage or engaging in behaviour which may affect the maintenance of good order and discipline.

Every member of staff is aware of our duty under the Equality Act of 2010 to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not. Protected characteristics include: race, belief or religion, sex, disability, sexual orientation and gender reassignment.

Our staff set vital examples and take this duty seriously. They are key role models for our pupils and we know that clear and consistent modelling of co-operative, collaborative and kind behaviour is an important influence. In addition, we know that strong and mutually respectful relationships support and influence further.

In every interaction with a pupil, staff should always:

- Develop and maintain respect
- Minimise embarrassment and hostility in a considered and intentional way
- Maintain a judicious sense of humour
- Be fair, calm and consistent

With these features upheld, positive and mutually trusting working relationships between young person and adult will develop. Further guidance and expectation is laid out in the school's separate Staff Handbook.

6/ Bullying (including Cyber-bullying)

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

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

Bullying can include:

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

6.1 A Whole school approach

A whole school approach to anti-bullying is cohesive, collective and collaborative action in and by a school community that has been strategically constructed with school leadership to reduce bullying and respond to it appropriately.

There is evidence that a 'whole school approach' (Cambridge Education, 2005) where the whole school community, including the pupils, teachers, support staff; parents and board of governors, are involved in confronting the issue of bullying is the most effective approach to tackling bullying in school.

A strategic whole school approach tackles bullying from many angles across the school and includes:

- senior leadership and pupil and parent voice thread throughout
- a strong whole school anti-bullying policy
- underlying values and school ethos
- cross curricular approach
- training and staff development
- prevention strategies
- reporting and response strategies

As part of our school's commitment to this whole school approach to tackling and eradicating bullying, the school is a member of the Anti-Bullying Alliance.

6.2 About the Anti-bullying Alliance

United against bullying

The alliance is a unique coalition of organisations and individuals, working together to achieve our vision to: stop bullying and create safer environments in which children and young people can live, grow, play and learn.

The ABA has three main areas of work:

- Supporting learning and sharing best practice through membership;
- Raising awareness of bullying through Anti-Bullying Week and other coordinated, shared campaigns;
- Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives;

- Providing expertise in relation to all forms of bullying between children and young people. The Anti-Bullying Alliance was established by the [NSPCC](#) and the [National Children's Bureau](#) in 2002 and is hosted by the National Children's Bureau.

West Lodge Independent School signs up to the aims and values laid out by the alliance:

- To raise the profile of bullying and the effect it has on the lives of children and young people.
- To create a climate in which everyone agrees that bullying is unacceptable
- To make sure that teachers, youth practitioners, parents, carers, children and young people have the skills and knowledge to address bullying effectively.
- believes bullying in any form is wrong and should not be tolerated, and that any environment that encourages bullying, or shows indifference to prejudice and discrimination is unacceptable;
- believes bullying is a behaviour choice and that anyone can be encouraged to change their behaviour;
- believes all children and young people have intrinsic value and worth and we embrace their uniqueness and autonomy;
- respects difference and welcome diversity in our children, young people and in society in general, and believe our work should be inclusive of all;
- believes children and young people should have the right to feel safe, secure and valued, and that creating a safe environment and dealing with bullying is our shared responsibility;
- believes children and young people should actively participate in decisions that affect them and should be supported in taking responsibility for their choices and subsequent actions;
- supports a range of positive strategies to deal with bullying and actively challenge the use of humiliation, fear, ridicule and other similar approaches in an effort to reduce bullying;
- works within the UN Convention on the Rights of the Child (Articles 14 and 28); and
- believes that people should be treated with respect and courtesy.

7/ Roles and Responsibilities

7.1 Governance

The proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

7.2 The Head Teacher

The Head Teacher is responsible for reviewing and approving this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently.

7.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording incidents

The Head Teacher will support staff in responding to behaviour incidents.

7.4 Parents/Carers/Support Workers and Social Workers

All adults with responsibility for the care of a young person are expected to:

- Support their child to follow the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss promptly, any behavioural concerns with a member of staff

8/ Reward system

8.1 A simple points system will be used to and tailored to each pupil, the first 5 points will be generic and regularly manipulated in partnership with the pupils to encourage positive responses. The remaining 5 points will used to encourage specific behaviours for each pupil.

The points will be recorded on daily Star Cards that the pupils can carry and take home if they wish or recorded and kept by the staff the points will be tallied up and the highest scorer will select reward options first (this will be a Thursday afternoon) the points will then be converted to pennies and accumulated across each half term and paid as vouchers to individuals or used to fund a group trip, this will be pupil led.

Pupil and staff will review the session and agree points together. This is a session by session process to support every pupil to reflect, self-assess and gives them the opportunity to turn their day around at any point.

8.4 Individual pupil targets

Pupils also have an individual points and are encouraged to set their own targets (with support and guidance where required) and take responsibility for monitoring their progress towards them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Form time					

9-9.30					
One 9.30 – 10.30					
Break 10.30 – 10.45					
Two 10.45 – 11.45					
Three 11.45 – 12.30					
Lunch 12.30 – 1pm					
Four 1 – 3pm					
Plenary 3 – 3.15pm					

Examples of points might include:

Generic Points:

- 1 on time and ready to work
- 1 completes all work set
- 2 uses appropriate language
- 1 above and beyond

Personal points:

- 3 hands to yourself
- 2 no negative comments to others

This list is not exhaustive. In order to support their engagement, it is important that each pupil is involved in their own target design. These will be printed on the back of the card so all staff are using the correct criteria on which to award points

9/ Behaviour Management

9.1 Implementation and Strategies

We believe that:

- Our pupils want to behave well; we believe that they are happy when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Pupils are better able to behave well when their needs are met in school, at home and in the community.

- How our pupils behave gives us important information about how they are feeling. Our pupils have a wide range of different communication styles and many use argument and opposition to communicate
- With such profound and complex needs, each pupil will need a personalised approach to support them to learn about and reflect upon their behaviour and then learn to manage it more successfully. Consideration will be given to sensory and emotional needs, pain thresholds, what aggressive or self-injurious behaviour could be communicating, levels of stimulation and engagement.
- Children and young people can learn to improve their behaviour.
- Pupils who attend our school find learning difficult and learning new behaviour is a task, just like learning to read and write.
- As adults we must consider the learning styles and needs of children and young people; we must also have a realistic expectation about the rate of progress a learner will make when learning to adapt or develop new behaviour patterns.
- Most of our learners learn in small, incremental steps over a very long period of time.
- Mistakes are part of the learning process. We don't make a judgement about it – instead we support pupils to learn from these mistakes.

9.2 All adults:

can:

- learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences, training as well as experiential learning.

At West Lodge Independent School, we encourage teachers and support staff to reflect upon what may be the underlying issues that drive or trigger behaviour in pupils, and to think about ways of responding to behaviour that challenge in a non-judgmental and supportive way.

This can be very difficult especially if a pupil is aggressive or targeting others in a focused way. As a school we support our team to develop their own emotional resilience through support. This may be peer to peer, group or individual support. In addition, we have a Consultant Psychiatrist who is available to support our staff and students on a monthly basis.

9.3 All adults

must:

be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development – our commitment to coaching and mentoring, reflective practice and peer support improve practice, profession competence and responsibility.

9.4 Pupils with exceptional behaviour needs

The majority of pupils at the school will respond positively when staff work with these guidelines but we recognise that some of our pupils may need additional support to learn to self-regulate and manage their behaviour in a positive manner.

We do this by:

- Working in line with this policy
- Putting in additional support, tailored to specific needs of each pupil
- Professional reviews, meets on a weekly basis where complex cases are discussed, problem-solved, additional referrals made or current provision reviewed
- Observation in a range of context, including home visits

- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a pupil individual risk assessment (PIRA) and Pupil Individual Education & Behaviour Plan (PIEBP) detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent/ carer and other staff/professionals working as appropriate
- Drawing on additional resources from beyond school, e.g. EP support, Art Therapy, social care and medical specialist, virtual schools.

We work collaboratively with our pupils, their parents or carers and professionals to deliver behaviour for learning passports; a person-centred approach to supporting people who display or at risk of displaying behaviours which challenge.

It involves understanding the reasons for the behaviour and considering the person as a whole- including their life history, physical health and emotional needs- to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting the pupil's needs, and teaching them new skills to replace the behaviours which challenge.

Some pupils will need very specific and detailed planning, which could include a shortened day, off-site education, or home-based learning. When significant adaptations are made to a learner's school day, we always plan jointly with the student, parents/carers, local education authority, social workers and external agencies

9.5 Pupils with communication and social interaction difficulties

Most of our pupils need support in developing their communications, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication.

To support a pupil who has become dysregulated or in distress we should aim to understand the function of the behaviour i.e. what is causing the pupil to express how they are feeling and how we can meet their needs proactively. Class support needs to consider the following and how it can impact on our pupils' ability to regulate and manage their behaviour positively:

- Communication devices and strategies work both ways; to give instructions but to also allow our pupils to have a voice, make choices and express their needs
- That our young people often need time to process information
- Some of our young people have difficulty with verbal and non-verbal communication (Body language)
- Difficulties in understanding facial expressions and tone of voice
- Difficulty with understanding, or consistently remembering social rules and conventions
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling
- Difficulty in understanding other people's emotions
- Difficulty predicting what will/could happen next- this can cause anxiety
- Lacking awareness of danger
- Needs to be prepared for changes and transitions

- Difficulty in coping in new or unfamiliar situations
- Difficulty with managing social expectations and/or interactions with peers including friendship and bullying

Class support should use visual resources and other augmentative and alternative communications systems (ACC) as:

- Visuals are permanent- spoken words disappear
- Visuals allow time for language processing
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better
- Visuals help build independence, confidence and self-esteem
- Visuals are transferable between environments and people e.g. between home and school, or when going on trips or visits off-site
- Visuals are helpful when young people have become dysregulated as it replaces verbal communication and social interaction which in time distress can hinder de-escalation
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour

9.6 Classroom management for effective communication and behaviour
Our relationship principles

To support positive behaviour and relationships, pupils are asked to always:

- Be respectful
- Be honest
- Be responsible
- Be grateful
- Be kind

To support positive behaviour, guidelines should be:

- Few in number
- Where developmentally appropriate, agreed with pupils
- Communication in a way that every pupil can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive- things we are going to do.
- Appropriate to the activity/lesson and developmental range of the learners

To support positive behaviour and relationships, routines should be:

Consistent class/lesson/activity routines support our pupils to understand expectations, manage anxiety, mentally and physically prepare themselves for their day. This allows them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught- don't assume they know them; we will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our pupils. Routines also support behaviour for learning.

Class support should however also reflect how pupils are supported to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to

routines should be practised using appropriate resources to meet individual needs to allow pupils to learn that change can be managed in a positive way.

To support positive behaviour and relationships, reminders/redirection will normally follow this course:

- Praise positive behaviour
- Tactical/planned ignore (of negative behaviour not the pupil)
- Minimising stepped instructions to support processing
- Non-verbal cues
- Simple, short descriptive reminders of the required/expected positive behaviour
- Working alongside the pupil
- Considering staff positioning in class to avoid crowding, looming over a pupil
- Diversion and distraction
- Imperatives expressed as choice, invitation to ensure a pupil feels they have decision-making power
- Verbal reminders
- Asking direct or indirect questions
- Repeating
- Asking/inviting a pupil to take a minute to self-calm in the classroom
- Offering or allowing time out
- Clarifying consequences
- Establishing consequences

10/ Supporting self-regulation and positive behaviour

10.1 The quality of our relationships

The quality of our relationships with our pupils is crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- Actively build trust and rapport- which has to be earned and not simply expected
- We should have high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed
- We treat every pupil with dignity and respect at all times by communicating carefully and clearly in a way that is accessible to them and their current levels of need
- Adults should listen respectfully to the learner, and make a judgement about how/when to respond
- Invest in, and commit to our relationship with pupils and have fun together
- Consider what might be behind the behaviour; why a pupil behaves in this way. There will always be a reason. The behaviour is a symptom of something that we need to identify and understand
- See things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word- and if, for some reason, we are unable to honour a commitment to a pupil, to communicate clearly and honestly about what has happened
- Identify the pupil's strengths- where possible, identify these with the pupil and build on it. If a pupil is not able to engage in this process, advocate for the pupil
- Apologise if we make a mistake- we are modelling this for the learner and it will support us to build trust and respect
- Name and manage our own emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if we are finding it difficult to manage your feelings about a pupil

- It is important to resolve difficult feelings about pupils' behaviour – it is unhelpful to focus upon history, focus instead on getting it right in the future
- Quietly but firmly hold appropriate and consistent boundaries for pupils
- Seek support from wider professional networks to problem-solve behaviour that challenges
- We are always respectful to every pupil; we do not talk about them over their heads or in front of other pupils
- We are non-judgemental about pupils' life experiences, but we use behavioural observation to inform our planning for them
- The quality of our relationship with parents and carers is crucial too. It is important to reflect and plan with parents and carers to ensure consistency in approaches between home and school. Pupil Individual Education & Behaviour Plan (PIEBP) need to be shared with parents and other professionals and regularly reviewed. Good news stories should dominate what is shared with parents and carers. If any form of physical intervention or seclusion has to be used to keep a pupil safe during their school day, this must be shared with parents or carers and relevant professionals

10.2 The quality of our provision

If we are able to meet each pupil at his/her point of need and learning, it is more likely that unhelpful behaviour or behaviour that is challenging will decrease or stop. To do this we need to:

- Have a communication system in place and readily available when young person is presenting as dysregulated. This is their "voice" and should be accessible at all time, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the pupil to access sensory strategies that may allow them to de-escalate and return to a state of better regulation
- Accurately assess and understand the pupil's needs by referring back to their EHCP, PEP, and Annual Reviews
- Plan to meet the pupil's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs and diets
- Support the pupil to develop high levels of resilience and have a high expectation of every learner
- Support every pupil to develop high self-esteem, so that they believe that they can succeed
- Share frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours.
- Know what motivates each pupil and use this as positive reinforcements
- Personalise learning to ensure that we meet each pupil at his/her point of development and learning
- Where appropriate, include the pupils in the target- setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give feedback on progress in a supportive way that makes sense to the pupil, focusing particularly on their achievements and what they need to do to make progress
- Praise the pupil for their specific achievements, i.e. descriptive praise. Do this often
- Actively teach the children and young people behaviour for learning

10.3 The language of choice

This is part of helping our pupils to take responsibility for behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice- we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice. We can never do too much of this.

This communication:

- Increases pupils’ sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly responsibility, choice and consequence
- Helps them to take responsibility
- Helps them manage their own behaviour
- Increases their independence

11/ Consequences

11.1 Consequences

1. We do not believe in sanctions or punishment. Example:

Behaviour	Consequence
Pupil disrupts activity or behaves in a way that makes other learners feel unsafe	<p>Pupil has a break or uses a time out card</p> <p>Pupil is supported by an adult to consider and reflect on their behaviour</p> <p>Pupil apologises to the group, for his/her specific actions and carries on with the activity</p>

2. It is important for our pupils to clearly link a specific behaviour with its consequence
3. The consequence needs to be a natural consequence, to support the pupil’s understanding of both positive and negative consequences.
4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this pupil to manage?

11.2 Reparation

Reparation means repairing relationships, or ‘making good’ in some way.

We believe that our pupils should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses pupils’ minds on the punishment, rather than what was done wrong/mistake was made. This frequently leads to pupils feeling angry about the punishment, rather than thinking about the impact of their behaviour on others and/or accepting that change is necessary and can be achieved.

Staff need to reflect upon their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Pupils with complex difficulties can be supported to repair; this will look different for each pupil. We can't make assumptions about what a pupil might feel. Unresolved difficulties can make pupils very anxious and this can cause behaviour to escalate or become habitual.

11.3 Descriptive Praise

If we tell a pupil what it is exactly that we like about what they are doing, we reinforce the behaviours we want to promote. For example:

"I like how you used your communication book to tell me how you are feeling"

"I liked that you asked for a break when you needed it"

"I noticed you were being a good friend by helping"

"Thank you for coming back to your work so quickly"

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

11.4 Off-site incidents

All pupils are (risk assessment allowing) offered the opportunity to take part in trips and visits. Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the journey to and/or from school. A consequence will always be proportionate.

11.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

12/ Procedures for serious incidents

In most normal day to day circumstances, the processes explained in other sections of this policy will, when applied consistently, support all school staff to respond to and support pupils who are experiencing difficulties in meeting our expectations for behaviour. The following provides a framework for responding to the following more serious circumstances:

- Persistent and repeated poor behaviour
- Aggression (physical and/or verbal)
- The use of violence (including fighting)

- Persistent refusal to co-operate (amounting to defiance)
- Prejudice related abuse
- Malicious vandalism
- Bullying and harassment

These procedures have been designed in order to:

- Prevent an incident from escalating
- To avoid or minimise the disruption of the work of the school community
- To maintain the rights and dignity of everyone involved
- To reduce the risk of consequences being imposed
- To support the restoration of a calm, ordered and purposeful learning environment
- To support and enable young people to reflect upon and learn from their mistakes and make a fresh start

12.1 Who is in charge?

An important principle of behaviour management is that the adult in charge of the incident when it happens, remains with overall responsibility for bringing the incident to a satisfactory conclusion. There will be occasions, however, when it will be deemed more appropriate for other colleague(s) to deliver additional support. At West Lodge Independent School, we believe that our staff should be supported in all situations where pupils (or others) are not able or willing to respond positively to advice or direction. Therefore, if a member of staff calls for support, she or he will direct how this assistance will be used and so direct colleagues accordingly.

There may be rare occasions when a member of staff judges that her/his continued involvement in a serious incident with a pupil risks escalating the situation and so this may trigger the her/his handing over of the lead to another colleague.

It is important that thought and consideration are given to the feelings and reputation of the colleague who is being replaced. In no circumstance should pupils be led to believe or given the impression that the change of staff is a sign of overt or implied failure of the staff who is handing over control. The effectiveness of this entire policy depends upon all staff being equally valued by the school community. Any implied or overt criticism undermines the policy and its effectiveness and so is unacceptable. Any breach may lead to the triggering of disciplinary procedures.

12.2 Signalling for support:

At all times, a member of staff's professional judgment will be used to determine the level of severity and the proportionate response.

Level One

The teacher or adult in charge will send a member of the support team to seek another colleague. The type of support required will be shared. This level of support will signal that the incident is not extremely serious but that it does require prompt intervention and support.

Level Two

1. The most appropriate adult in the room will seek help from other staff members outlining the need for immediate support. This may be in person or by telephone. This signals as a serious incident which requires the immediate response of other colleagues including the Head Teacher.
2. All work should be left except where colleagues are working directly with a pupil(s).
3. A staff member will remove pupils who are not directly involved, from the room. Accompanying staff will support pupil(s) to remain as calm and productive as is possible.
4. Staff who remain/attend should provide reassurance.
5. The Lead or Head Teacher will co-ordinate and deploy other staff as required
6. Where possible, two members of staff will remain in the room of the incident
7. Other adults will remain close at hand in case they are required
8. If a physical intervention before restraint or a restraint is required, they should be carried out in the room of the incident or in a quiet area
9. All and every physical intervention (before restraint or restraint) must be delivered in exact accordance with the school's separate policy on physical intervention

12.3 Examples of specific serious incidents and how we will respond

Pupils fighting

It is a priority to deal first with the fight, to de-escalate the violence. However, staff should not intervene directly if to do so would put them at risk:

- Other pupils should be sent from the room or the area to another classroom. This is likely to pose a challenge for some young people and instructions to move away should be made clearly, kindly and assertively. If necessary, additional staff may be needed to ensure this instruction is carried out promptly. Failure to move spectators away quickly could put all involved at further risk
- Help should be sent for, but if not able to do so, other means of communication are to be used
- The younger or smaller child, or the girl in a mixed-gender fight, should normally be protected
- Disengagement and physical intervention techniques should be used to separate the pupils and “scoop” them away from each other
- There should always be at least two members of staff present if required to disengage pupils and physically intervene.

12.4 Rigid and/or persistent dis-engagement:

- It should be noted that such cases demand a high level of staff input
- They are demanding of time
- Our aims are principally to support and persuade the pupil who will be finding it difficult to make the correct choices for a range of reasons
- Attention must be given to de-escalating the situation and removing any triggers
- If the difficult behaviour persists, staff should offer simple choices. It can be helpful to some pupils to offer a clearly defined timescale in which they can make their choices, but this is not appropriate in all cases
- Where stubborn refusal persists, pupils should be guided to a different area away from their fellow pupils whose work is likely to be disrupted

- Consequences should be explained clearly with the full expectation that they will be carried out. This must include eventual completion of any work missed although explanation of this may be delayed
- The needs of pupils will need to be re-evaluated with additional support such as adapting approach and/or a part time and progressive timetable.

12.5 What we will do when other types of serious incidents occur

As part of our normal working practice, we will meet from time to time to discuss what we will do in a range of circumstances. This may be as part of our de-briefing and evaluation procedures, when the aim will be to refine our practice. On other occasions we will discuss possible hypothetical situations with a view to preparing staff to deal effectively with the range of challenging, negative behaviours which may occur. The decisions made at these sessions will provide further procedures and guidelines to be added to this part of the Behaviour Policy. How we will deliver consequences to pupils involved in serious incidents of poor behaviour. We work to the principle of beginning with the least intrusive intervention that is compatible with maintaining good order and discipline. Pupils whose inability or unwillingness to respond to support and minimal intervention puts the safety and well-being of the school community at risk, can expect consequences to escalate in direct response to the inappropriate choices which they make.

At all stages, the consequences of pupil's choices will be made clear to them:

- Being away from others at a different table within the classroom
- Individual mentoring time with staff
- Spending the remainder of a session separate to other pupils
- Being removed from trips and outings such as PE or special events (Health and Safety)
 - Being removed from off-site provision such as vocational education for a period of time and
- Immediate removal from the school setting by parent or carer (fixed-term exclusion).

In cases where poor behaviour persists over time, despite support and consequences, the following additional measures can be used in support of the sanctions listed above:

- A phone call home to seek advice and/or support from parents/carers
- A letter home outlining the behaviour and describing the consequences and support measures used
- The drawing up of a detailed behaviour contract to deal with the specific behavioural difficulties
- Requesting that parents/carers and the pupil to attend an interview with the Head Teacher
- Seeking advice from other professionals, such as Social Workers, Youth Offending Team Workers, Inclusion Coordinators and CAMHS professionals
- Re-shaping the placement, such as a return to fewer sessions or part days. This will only be decided by the Head Teacher.

Additionally, it is possible, but only at the Head Teacher's discretion, for pupils to receive fixed-term exclusions. Pupils will normally only be able to return to school following a formal re-admission meeting.

In rare and exceptional circumstances, it may be necessary to terminate a pupil's placement. This will only be decided in consultation with the Local Authority Inclusion Officer, the pupil's Social Worker (where relevant) and implemented after the identification of a suitable alternative placement that can better meet the needs of the young person concerned. If it is not safe for the pupil to remain at school while this placement is established, the young person will, where appropriate, remain on roll and school will continue to provide work and support with the co-operation of parents/carers.

13/ Reasonable force

West Lodge Independent School has a separate, related, policy on the use of Physical Intervention and Disengagement. This deals with the concept of reasonable force. Staff members have been consulted on and received extensive training in both physical intervention (positive handling) and disengagement from appropriately qualified trainers.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the school's 'Bound Book' and reported to parents and/or carers

Please also refer to our separate policy on Physical Intervention and Disengagement.

14/ Physical Contact with Pupils in Other Circumstances

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 93 of the Education and Inspections Act 2006. It is crucial that staff make physical contact in ways appropriate to their professional role. We recognise that our pupils are particularly vulnerable and that they may experience more distress than is normal in young people of their age. These two factors mean that colleagues need to be especially alert to the competing benefits and dangers of making physical contact with pupils. Risk assessment and debriefing processes contribute to keeping this issue under constant review, and colleagues are also encouraged to discuss concerns with the Head Teacher whenever the need arises.

In physical activity lessons it may be necessary to demonstrate exercises or techniques, in technology it may be useful in demonstrating techniques, or in giving First Aid it may be essential to ensure health and safety

- Pupils with SEN may need staff to provide physical prompts or help
- Touching may also be appropriate when a young person is distressed and needs comforting.

There will be some pupils for whom touching will be particularly unwelcome. Some may be particularly sensitive to physical contact because of their cultural heritage, have been abused or have particular hypersensitivities. We will always ensure all staff receive adequate information on these pupils and that this information is kept under constant review. Staff will use their professional judgement when they feel a pupil needs this kind of support. It is good practice for staff to raise the event and the reasons for it at daily debriefing sessions, and they are expected to do so. The event will be recorded.

15/ Confiscation (including retention and disposal) of inappropriate items

The Searching, Screening and Confiscation, Feb 2014 document includes a specific statutory defence for school staff who have reasonably confiscated pupils' property

- Schools can include the confiscation of pupils' property as a disciplinary consequence in their behaviour policy.

West Lodge Independent School has clear procedures to allow for this:

- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Head Teacher may properly make this decision
- It must be applied in a reasonable and proportionate way
- Pupils should be offered choices and given the opportunity to comply; they should also be informed of the consequences. Wherever possible, pupils are offered this choice with a clear explanation of the reasons underpinning the action
- It is for the member of staff confiscating (i.e. the Head Teacher) to show the legality of the confiscation, since she/he has made the decision to interfere with the property.

At West Lodge Independent School, the confiscation of property is done with the general aim of maintaining an environment conducive to learning, i.e. one which safeguards the rights of other pupils to be educated.

Pupils are not asked to hand in items such as mobile phones, hand-held games or music-playing devices, but they are encouraged to turn them to silent or to switch them off. We work to the principle that a strong focus on learning is best achieved in a climate of mutual trust.

A young person might reasonably be asked to turn out his/her pockets or bag if there is a reasonable suspicion that it may contain inappropriate items. We would normally expect inappropriate items to be handed in voluntarily. They will always be kept securely and returned at the end of each day, unless they could pose a risk to others or may be illegal. This process is explained to pupils and parents/carers as part of the induction process. Failure to hand in an

item will be dealt with through the normal disciplinary mechanisms and parental support will be sought to ensure the incident is not repeated. It should be noted here that the legal power to search pupils only extends to weapons. If it is felt that a pupil should be searched for (say) illegal substances or stolen property, that will be done by the police using the appropriate powers available to them rather than school staff.

The criteria for what might reasonably be confiscated are as follows:

- An item posing a threat to others
- An item posing a threat to good order for learning
- An item that poses a health and safety threat
- An item which is counter to the school's ethos, such as racist propaganda
- An item which it is illegal for a child to have, such as pornographic material or illegal substances.

Any prohibited items (listed in Definitions Section 4) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents and/or carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The Head Teacher will obtain advice from the local police on how to deal with the materials and will act on that advice immediately.

The school has a clear policy about the use and possession of mobile phones on their premises. While mobile phones are not actively encouraged, we do allow their possession on our premises. Pupils are expected to follow the code for carrying mobile phones. Staff will bear in mind that an item of no seeming value may have enormous significance to a young person. Staff should be clear about the value of any item before deciding to dispose of it and for this reason, only the Head Teacher may properly decide to dispose of items belonging to pupils. The Education and Inspections Act 2006 notes Section 94 provides that nothing in this section applies September 2019 33 where an item is seized under Section 550AA of the 1996 Act. The Violent Crime Reduction Act 2006 contains provision to insert a new section 500AA into the 1996 Act dealing with the seizure of knives, blades or offensive weapons or any other thing for which there are reasonable grounds for suspecting there is evidence in relation to an offence, found in the course of a search of pupils. The new Section 550AA makes provision for what is to be done with an item under this section. Power to screen or search without consent provides an option that the Head Teacher can choose to use when he/she suspects a weapon has been carried onto the premises. The school retains the right to call the police in such circumstances. The police may, themselves, decide to carry out a search.

West Lodge Independent School does not have current plans to implement routine screening of pupils for weapons. It will keep this decision under review. Decisions about the need to search for weapons will be made on a case by case basis. It is recognised that, despite having this statutory power within a school setting, any staff undertaking screening or searching may be

putting themselves at risk. Careful consideration will always be made and the Head Teacher may seek advice from senior colleagues and if possible, outside the school before making a decision. Only the Head Teacher, or in their absence the Senior Lead, may make this decision. Any decision to carry out screening or searching will be based on a thorough consideration of the safety of all concerned, backed by a risk assessment.

15.1 Searching Pupils

It is recommended that if there are reasonable grounds to suspect that a pupil is carrying a weapon and the Head Teacher believes there to be a significant risk to either staff or pupil safety, the police should be called immediately and that staff should not carry out a search. No-one should carry out a search without being trained. DfE guidelines state that “the Department strongly advises schools not to search pupils where resistance is expected, but rather to call the police”. Pupils are informed that it is a criminal offence to have a knife or offensive weapon in academy setting. Risk assessments of pupils and relevant disengagement and physical intervention training provide general guidelines on the management of specific situations. However, during an incident, where there is a reasonable suspicion that a young person is carrying a weapon, prior to the police arriving, the appropriate response will be based on the range of known factors:

- Staff and pupil safety
- The pupil’s history
- Our knowledge of the pupil
- Existing pupil individual risk assessments (PIRA)
- The perceived risk at the time
- The time of day and
- The availability of the parent/carer.

Where a pupil has inappropriately brought a knife into school, with no intent to cause harm, staff will seek to confirm or allay their suspicion by questioning the young person. This should only be done in consultation with the Head Teacher and only on her/his authority. If the questioning confirms their suspicion, staff should ask the young person to surrender the weapon, reminding him/her about key points of school policy and expectations. They have a duty to tell the young person that it is a criminal offence, with severe penalties, to carry a weapon (in school). This conversation may best be held once the weapon is in safe keeping. Any weapon surrendered must be put into a secure store immediately. If staff knowledge of the pupil would lead them to believe that the weapon might be used as an offensive weapon, extreme caution will be necessary. Phoning the police is likely to be the most appropriate action.

At West Lodge Independent School, we strive to maintain an ethos where pupils who have inadvertently brought an inappropriate item into an academy setting, will feel able to hand it over on arrival. A measured view of the pupil’s needs, the impact of his/her presence in school and the intent of the pupil will all be taken into consideration, before a decision to exclude is made.

The statutory power to search applies where there are grounds for suspecting that a pupil has possession of:

- A knife or any article which has a blade or is sharply pointed
- An offensive weapon
- A weapon made for causing injury

- An article intended to be used for causing

16/ Support for Pupils

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from other professionals such as specialist teachers, educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and other adults with responsibility for care to create the plan and review it on a regular basis.

16.1 Code of conduct for pupils

Our expectations are simple and are encapsulated as five directions within a code of conduct, displayed prominently in each class room and regularly discussed with pupils who are invited to review it.

17/ Staff Training

Experience and skills in the management of challenging behaviour are key criteria for staff recruitment. As such, and as part of the school's reflective practice, discussions occur on a daily basis within debrief sessions about how best to support our pupils to self-manage and engage positively. In addition, as part of the staff induction programme, West Lodge Independent School provides staff with one day training in the management of challenging behaviour with refreshers taking place at least annually.

18/ Links with other policies

This policy should be read in-conjunction with:

- Physical Intervention Policy
- Pupil Code of Conduct
- West Lodge Independent School Rules
- Home School Agreement
- Mobile Phone Policy
- Anti-Bullying Policy

- Staffing and Safer Recruitment Policy
- Managing Allegations of Abuse against Staff Policy
- Staff Handbook

Appendix 1 Exclusion Procedures

Fixed-Term Exclusion

1. A fixed-term exclusion will normally only be considered for persistent breaches of school discipline inside or outside the classroom after other strategies and consequences have been exercised without success. A fixed-term exclusion will sometimes, but not always, follow a written warning to parents or carers.
2. The school reserves the right, however, to give a fixed-term exclusion for a more serious breach of school discipline including:
 - Physical aggression towards another student
 - Bullying
 - Sexual harassment of another student
 - Possession of illegal substances including alcohol, tobacco or drugs
 - Theft or extortion.
3. It will be for the Head Teacher to determine the length of the fixed-term exclusion (up to 45 days in any one year) on the basis of facts relating to the specific case. A second exclusion for a similar offence may well be for a longer term than the first.
4. It is normally expected that the parents/carers will accompany the student to school on the first day back after the exclusion when both will be interviewed by the Head Teacher or his/her representative as part of a formal re-admission process.

Permanent Exclusion

1. The school regards permanent exclusion as the sanction of *last resort*.
2. A permanent exclusion will normally only be considered for persistent breaches of school discipline inside or outside the classroom after all other strategies and sanctions, including one, two or (exceptionally) three fixed-term exclusions have been exercised without success and after a written warning has been issued to parents.
3. The school reserves the right, however, to give a permanent exclusion for an offence which involves an exceptionally serious breach of school rules and which puts staff or other students at the school at physical risk.
4. Such offences may include:
 - A serious physical assault on a fellow student which is premeditated and/or involves the use of an offensive weapon
 - Dealing with drugs
 - Arson
 - Deliberate serious breach of the school's Health and Safety Code.

5. When a student is permanently excluded, a formal letter will be sent to the parents/carers informing them of the reason for the exclusion and their right of appeal. The Headteacher will convene a meeting with the Local Authority and the Proprietor to discuss the situation. If it is decided to pursue the permanent exclusion of the student then they and their parents/carers will be invited to a meeting with the Headteacher. If the parent/carer chooses not to attend this meeting then a further meeting involving representatives of West Lodge Independent School parent/carer and the Local Authority is scheduled. If the decision to exclude is upheld, a letter will be sent to the parents/carers informing them of the decision and their right of appeal. Parents/carers will then have **fifteen** days within which to appeal.
6. The appeal will be heard by the Proprietor and a nominated officer of the Local Authority and the decision reached by this hearing will be final.

Appendix 2: A summary of The UN Convention on the rights of the child.

Article 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 5 (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully

enjoy their rights. This must be done in a way that recognises the child's increasing

capacity to make their own choices.

Article 6 (life, survival and development)

Every child has the right to life.

Governments must do all they can to ensure that children survive and develop to their full potential.

Article 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

Article 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

Article 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this

could cause them harm.

Article 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

Article 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20 (children unable to live with their family) If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

Article 21 (adoption) Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country

if they cannot be placed with a family in their own country.

Article 22 (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 25 (review of treatment in care) If a child has been placed away from

home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

Article 26 (social security) Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's

personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 32 (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

Article 33 (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

Article 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

Article 35 (abduction, sale and trafficking) Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

Article 36 (other forms of exploitation) Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

Article 37 (inhumane treatment and detention) Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

Article 38 (war and armed conflicts) Governments must not allow children under the age of 15 to take part in war

or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

Article 39 (recovery from trauma and reintegration) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Article 40 (juvenile justice) A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

Article 41 (respect for higher national standards) If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

Article 42 (knowledge of rights) Governments must actively work to

make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

Article 45 Unicef can provide expert advice and assistance on children's rights.

Optional Protocols

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to [unicef.org/uk/crc/op](https://www.unicef.org/uk/crc/op)

Physical intervention and Disengagement Policy (including Reasonable Force)

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1/ Introduction

Our ultimate aim is to provide all our children and young people with a strong framework of good quality educational provision that will meet their individual needs. Alongside this we aim to provide opportunities for them to grow personally, emotionally and socially. We recognise that for some pupils the pathway by which these aims are achieved will be different from that provided for others. However, we maintain the same aims for all our pupils, whatever the routes by which we achieve them.

We work within a framework of equal opportunities, stability and security, so that our pupils, both on our premises and where we work with them within alternative and vocational settings, are encouraged and challenged to develop academically, emotionally, personally and socially in preparation for the next stage in their education.

We aim to ensure that our services reach out to the socially disadvantaged and those who experience discrimination. In all areas of our activity we aim to reflect diversity as an employer and as a service provider.

With this document, we demonstrate how we will ensure that, where pupils present the most challenging and potentially dangerous behaviour, we will treat them at all times with dignity, compassion and humanity, protecting their rights and maintaining privacy and protection from the possible criticism of others. We will act professionally to keep individuals and groups safe from harm. This will apply to adults and pupils alike. Our training and our inclinations lead us always to proceed, in any potentially hazardous situation, with the needs of the whole child at the heart of all our actions. We will therefore use the minimum intervention compatible with maintaining the safety of individuals and the good order of the school as a whole. Following any use of physical intervention, we will conduct a review of events and seek to learn lessons in order, constantly, to improve our practice and our provision.

This policy should be read in close association with the Behaviour and Relationships Policy.

Schools have a duty to promote good behaviour and discipline. The purpose of this policy is to help staff understand and implement new expectations regarding school discipline and to support the leadership of the school, to comply with legal requirements that are now placed on them and to exercise those powers within the legal framework.

For some pupils with the most significant needs it must be recognised that their challenging behaviour is an aspect of their developmental profile. Interventions to manage their behaviour must reflect their overall needs, should be matched to their particular circumstances and also be in the interests of the school as a whole.

It is essential that staff act appropriately in order to minimise the risk of an accusation of improper conduct towards a young person.

Legislation that came into force on 1 September 1998 (Section 550a of the Education Act 1996), together with national guidance (DCSF Circular 10/98) established the responsibility of teachers and other authorised staff who have lawful control or charge of pupils with regard to the application of reasonable force in order to prevent children

committing an offence, causing injury or damage, or engaging in behaviour prejudicial to the maintenance of good order and discipline. Further guidance was issued and the above updated by the DfE in 2013.

Under the Race Relations (Amendment) Act 2000, schools have a general duty to promote race equality. This policy was constructed in order to be compatible with this duty and staff will act at all times to ensure that they do not discriminate on the grounds of race, just as they will not discriminate in any other way.

Physical Intervention or Restraint is only to be used as a last resort. The Education Act 1997 clarified the position about the use of restraint by authorised school staff when managing the behaviour of the most challenging pupils in our schools and the latest guidance (January 2012) clarifies these duties further. However, the greatest caution needs to be exercised when deciding to use restraint that may exacerbate an already volatile situation.

Many of our pupils use health and social care services inside and outside the school setting and/or are in the care of a Local Authority. Many will continue to use these services when they leave education and become adults. Consistency in approach is therefore important and necessary, both to provide the most effective support to young people and to reduce the possibility of confusion. Our policy is therefore based on a common set of principles that underpin practice in other agencies.

2/ Aims

The proprietor of West Lodge Independent School has a duty to ensure the health, safety and wellbeing of everyone in the school. Physical intervention is deployed only when all aspects of the Behaviour and Relationship Policy have been exhausted. Section 93 of the Education and Inspection Act 006 established the responsibility of teachers and other authorised staff who have lawful control and charge of pupils with regard to the application of reasonable force in order to prevent:

- Children committing an offence;
- Causing personal injury;
- Damage to property; and/or
- Engaging in behaviour prejudicial to the maintenance of good order and discipline

3/ Legislation

This policy is based on:

- [The Equality Act 2010](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)

and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools January 2016](#)
- [Searching, screening and confiscation at school January 2018](#)
- [Use of reasonable force in schools July 2013](#)
- [Supporting pupils with medical conditions at school December 2015](#)

It is also based on:

The [Special Educational Needs and Disability \(SEND\) Code of Practice January 2015](#)

4/ The scope of this policy

This policy aims to support staff by providing guidance for use in situations where pupils may need to be prevented from harming themselves or others, or from causing damage to property, by the use of physical intervention.

The use of physical intervention must always be set in the context of the overall behaviour management and relationship policy.

Physical intervention, reasonable force, restraint is an action of last resort and is not a substitute for behaviour management strategies. The emphasis of such strategies should be on managing incidents and behaviour through non-physical, non-threatening aggression-free strategies. Physical intervention should only be considered in order to control situations involving imminent danger to pupils or to others.

Where de-escalation of a situation has not been possible and restraint is deemed necessary the minimum level of physical intervention should be used, for the minimum of time, ensuring the least restrictive intervention necessary to make the situation safer.

The scale and nature of any physical intervention must be proportionate, appropriate and necessary to both the behaviour and the individual to be controlled, and to the nature of the harm they might cause. These judgments have to be made at the time, taking due account of all the circumstances, including any known history of other events involving the individual to be controlled. The minimum necessary force should be used and the techniques deployed should be those in which the staff members involved have been trained and with which they are familiar and able to use safely.

5. Minimising the need to use force

Although preventative measures will not always work, staff should always work together to reduce the likelihood of situations where the need to use physical intervention is required.

These steps may include:

- Creating a calm orderly supportive environment;
- Avoiding situations likely to cause challenging behaviour
- Developing effective relationships between pupils and staff;

- Adopting a personalised learning approach to develop social and emotional skills, meeting the needs of individual pupils;
- Recognising that challenging behaviours are often foreseeable, e.g. anticipate objects which may be thrown or used as weapon and remove;
- Implementing risk assessment based on the pupil's individual needs;
- Using observations to establish if there are triggers for inappropriate behaviour;
- Having realistic expectations;
- Removing any threat of failure for the pupil;
- Managing individual incidents effectively;
- Wherever practicable, warning a learner that physical intervention may be used before using it;
- Employing a structured approach to staff development that supports staff in developing the skills of positive behaviour management, managing conflict and supporting each other during and after an incident.

Strategies may include:

- Deploying de-escalation techniques, e.g. deflection, broken record;
- Communicating calmly with the pupil;
- Using non-threatening verbal and body language;
- Ensuring the pupil can see a way out of the situation;
- Using distraction;
- Employing withdrawal techniques, e.g. going to quiet area, removing pupil from bystanders or removal of bystanders from the pupil;
- Giving clear directions/show/model what behaviour is expected;
- Giving early warning of change;
- Establishing a signal or visual sign to act as gentle prompt or reminder;
- Support from a member of staff well known to the pupil.

6. Deciding the need to use physical intervention

There is no legal definition of when to use physical intervention. Decisions on whether the precise circumstances of an incident justify the use of physical intervention will always depend on the individual case. Any physical intervention must be necessary, proportionate and deemed reasonable at the time. Such decisions have to be made quickly with staff giving consideration to the following in making the judgement:

The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if physical intervention is not used. The greater the potential for injury, damage or serious disorder, the more likely that using force may be justified;

The likelihood of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely that using force may be justified; and/or

The relative risks associated with physical intervention compared with other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Section 393 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do, any of the following:

- Committing any offence;
- Causing personal injury to the property of any person (including the person him/herself);
- Prejudicing the maintenance of good order and discipline at school or among any pupils receiving education at school, whether during a teaching session or otherwise.

Examples of situations that call for such judgments include:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others;
- A pupil committing, or on the verge of committing, deliberate damage to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;

7. Definition of 'Reasonable Force'

There is no legal definition of 'reasonable force', so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant and important considerations:

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour or in a situation that clearly could be resolved without force
2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

“Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will also depend on the age, understanding and sex of the pupil.” (DCSF Circular 10/98)

The Race Relations Amendment Act (2000) dictates that issues of race, culture and faith also need to be taken into account. Therefore, any restrictive physical interventions should be used in a way that is sensitive to, and respects the cultural expectations of young people and their parents/carers and their attitude towards physical contact. As an example, it would be inappropriate for a male member of staff to restrain a Muslim girl.

Within the scope of our definitions of reasonable force we judge that:

- Female pupils must normally only be restrained when at least one female member of staff is involved in the restraint;
- When a female pupil is restrained and one of the staff carrying out the restraint is a male, then the restraint should be supervised by the Head Teacher or a senior staff member;
- In the unlikely event of a female pupil being restrained by two male staff members, this should be for the minimum time possible compatible with safety, the males should be replaced by females as soon as it is safe to do so and the restraint should be supervised throughout by the Head Teacher or a senior staff member.

Any restrictive physical intervention should avoid contact that might be misinterpreted as sexual. This policy has been written in the context of the Human Rights Act (1998) and the United Nations

Convention on the Rights of the Child (ratified 1991). It is based on the presumption that every young person and adult is entitled to:

- Respect for his/her private life;
- The right not to be subjected to inhuman or degrading treatment;
- The right to liberty and security; and
- The right not to be discriminated against in his/her enjoyment of those rights

8/ Positional asphyxiation

Positional asphyxiation occurs when compression of the trunk limits chest movements preventing the diaphragm moving up and down between the chest and abdomen impairing breathing.

Physical Intervention Techniques NOT to be used

The following Physical Intervention techniques must not be used:

- Neck restraints/holds
- Single/Double basket holds (sometimes referred to as 'wraps')
- Seated double embrace
- Nose distraction technique
- Prone restraint
- Any technique that that interferes with diaphragmatic movement and lung function.

Actions required to lower the risk of Injury during Physical Intervention

- Ensure sufficient numbers of staff are available to deal with difficult situations
- Do not use neck locks
- Do not restrain on your own, unless absolutely necessary.
- Do not place students in the prone position.
- If restraint goes to the floor then either disengage or move the subject onto their side, or into a seated position as soon as possible

9/ Staff authorised to use force

The staff members to which this power applies is defined in Section 95 of the Education and Inspection Act (2006). They are any member of staff who has lawful control or charge of pupils. This includes:

Teachers, support staff whose job normally includes supervising young people such as learning assistants, learning mentors, vocational or sports coordinators and lunchtime supervisors.

The power may be used where the pupil (including a pupil from another school/setting) is on the premises or elsewhere in lawful control or charge of the staff member (for example on a school visit or in an off-site provision).

Where there is a high or immediate risk of immediate injury any member of staff would be justified in taking necessary action (consistent with the principles of seeking to use reasonable force) in line with the common law rights of citizens.

It is the responsibility of the Proprietor to:

- Ensure that all staff employed at West Lodge Independent School are familiar with and adhere to this policy;
- Ensure that all staff employed at West Lodge Independent School receive training in the safe use of physical intervention from a recognised trainer;
- Ensure that copies of the physical intervention policy are made available to parents/carers on request.

In the event of an incident 'doing nothing is not an option'. Action may include observing the situation and assessing the appropriate action, seeking help, offering support assistance, removing other young people at risk of physical or mental injury, and/or deploying a physical intervention.

All staff members have a 'duty of care' to themselves, pupils and colleagues. Through staff members not taking positive action pupils and members of staff could be placed at risk.

It is the responsibility of all members of staff to attend training and regular updates, adhere to legal guidance and school policy and report and record all incidents on the agreed proformas.

In addition, as part of staff responsibility towards the school's duty of care, individual members of staff have a duty to report to the Head Teacher factors that may inhibit responses to serious breaches of discipline or serious damage to property creating a hazardous environment

10. Staff training

All staff will be offered theory training in de-escalation, legal rights and responsibilities and the use of physical intervention from a recognised and authorised trainer. Physical de-escalation

techniques should be re-accredited bi-annually to maintain competency. A relevant member of staff will be identified to lead practice sessions and arrange updates in as required.

As part of their induction programme, new members of staff will be offered relevant training as soon as practicably possible. Those staff will not be allowed to restrain pupils until qualified to do so

11. Responsibilities

The Proprietor is responsible for:

- Ensuring that all those working at West Lodge Independent School are familiar with and follow this policy;
- Ensuring that all staff working at the school receive appropriate physical intervention training and that their training is regularly updated;
- Making a copy of the policy available to parents/carers on request
- Annually reviewing the policy, its application and effectiveness; and
- Ensuring that risk assessments are regularly reviewed and updated.

The Head Teacher will:

- Ensure the policy is applied;
- Maintain an up to date list of those members of staff whom he/she selects as authorised to use reasonable force and ensure that staff know who they are;
- Ensure those authorised staff are appropriately trained and regularly up-dated;
- Ensure that all new staff receive guidance on the use of physical intervention as part of their induction programme and that they are provided with an appropriate training programme at the earliest opportunity thereafter;
- Provide guidance for staff dealing with difficult and dangerous behaviour;
- Oversee reporting and recording systems;
- Monitor and review incidents; and
- Ensure that arrangements are in place for reviewing the policy annually.

All teachers and learning support assistants are authorised to use physical intervention to restrain pupils. Other academy staff can also be authorised by the Headteacher/Deputy to undertake physical intervention.

In some circumstances staff members will have received training but will not be given the Head Teacher's authorisation to use reasonable force to control or restrain pupils. Examples of such staff might include office staff, premises staff or temporary staff.

The Head Teacher maintains a register of all authorised staff members who have been appropriately trained and who are therefore empowered to use reasonable force and physical intervention in accordance with this policy.

It is the duty of everyone to consider their own safety and that of others at all times. In the event of circumstances arising that might result in an incident, staff should:

- Begin early de-escalation using preventative, non-confrontational methods;
- Consider all options available to them, including withdrawal of themselves or others;
- Seek support where possible;
- If authorised, consider the use of reasonable force to make the situation safe;
- Report, record and review

Should an incident occur, an authorised member of staff will;

- Employ preventative, non-confrontational strategies; and
- As a last resort, use a form of physical intervention employing a recognised and agreed physical intervention technique.

12. Risk management

Risk management is a proactive approach to minimising difficult and dangerous behaviour and is set against the background of policies and procedures. It includes general risk assessment of the environment and individual risk assessment of learner support needs.

A risk assessment process should commence prior to admission and be part of the referral process to determine:

- Appropriateness of placement;
- Level of support to promote successful inclusion; and
- Level of support to maintain the safety of all members of the academy setting.
- Risk management strategies, including the use of physical intervention, must prohibit (See Physical Intervention Techniques NOT to be used on page 7 of this policy).
- Any intervention which impedes the process of breathing;
- Entails the deliberate use of pain for control purposes;
- Involves contact with vulnerable parts of the body e.g. neck and sexual areas; Hypertension, hyper flexion and pressure on or across joints; or
- Any other potentially dangerous position.

Among the main risks to young people are that physical intervention could:

- Be used unnecessarily, that is when other less intrusive methods could have achieved the desired outcome;
- Cause injury;
- Cause pain, distress or psychological trauma;
- Become routine, rather than an exceptional method of management;
- Increase the risk of abuse;
- Undermine the dignity of staff or pupils or otherwise degrade or humiliate those involved
- Create distrust and undermine personal relationships.

The main risks to staff include the following:

- As a result of applying physical intervention they may suffer injury;
- They may experience distress or psychological trauma;
- The legal justification for the use of physical intervention is challenged in the courts; and/or
- Disciplinary action.

The main risks of not intervening include:

- Staff may be in breach of their duty of care;
- Young people, staff or other persons may be injured or abused;
- Serious damage to property will occur; and/or
- The possibility of litigation in respect of these matters.

The Head Teacher will always discuss with parents/carers prior to a pupils entering the academy setting:

- The general principles of risk management in respect of challenging behaviour;
- The possibility of the use of physical intervention;
- The training received by staff;
- The specific needs of the individual young person in question;

The leadership team will assess the frequency and severity of incidents requiring the use of force that are likely to occur in their setting. Analysis of data relating to physical intervention/restraint incidents will help inform decisions regarding staff training, supporting learners and future practice.

13/ Prevention

The use of physical intervention will be minimised by the adoption of primary and secondary preventative strategies taught to all staff through relevant training. Primary prevention is achieved by:

- Ensuring adequate trained staff are deployed and that their level of competence corresponds to the needs of the young people with whom we work and the likelihood that physical interventions will be needed. Staff will not knowingly be left in vulnerable situations;
- Helping young people to avoid situations which are known to provoke violent or aggressive behaviour, including providing adequate opportunities for individual work and activity;

- Individual risk assessments and behaviour support or individual behaviour plans which are responsive to individual needs and include current information on assessed needs
- Creating opportunities for young people to engage in meaningful activities which include opportunities for choice and a sense of achievement;
- Developing staff expertise in working with young people who present challenging behaviours;

and

- Talking to young people, their families and advocates about the way in which they prefer to be managed when they pose a significant risk to themselves and others. Some students prefer withdrawal to a quiet area to an intervention that includes bodily contact.

Secondary prevention involves recognising, in the early stages of a behavioural sequence that it is likely to develop into violence or aggression and employing defusing techniques to avert any further escalation.

Where there is clear evidence that particular sequences of behaviour rapidly escalate into violence, the use of physical intervention at an early stage may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with not using physical intervention are greater than the risks of using physical intervention; and
- Other appropriate methods, which do not involve physical intervention, have been tried without success.

All prevention strategies should be carefully selected and reviewed to ensure they do not constrain opportunities or have an adverse effect on the welfare or the quality of life of young people (including those in close proximity to the incident). In some cases it will be necessary to make a judgment about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the person's overall quality of life if such activities are proscribed. This will require a detailed risk assessment.

14. Emergency use of physical intervention

Emergency use of physical intervention and physical intervention may be required when pupils behave in ways that have not been foreseen by a risk assessment or prevented by defusing techniques. Research evidence (Hill, J. and Spreat, S. (1987) demonstrates that injuries are more likely to occur when physical intervention is used to manage unforeseen events. For this reason, great care will be taken to avoid situations where the unplanned use of restraints might be needed.

Effective risk assessment procedures together with well-planned preventative strategies will help to keep the emergency use of physical intervention to an absolute minimum. Staff should

be aware that, in an emergency, the use of force can be justified if it is reasonable to use it to prevent injury

serious damage to property and to prevent pupils engaging in behaviour prejudicial to the maintenance of good order and discipline.

Even in an emergency the use of force must be reasonable. It should be commensurate with the desired outcome and the specific circumstances in terms of intensity and duration. In using a restrictive physical intervention in an emergency, the member of staff concerned should be confident that the possible adverse outcomes will be less severe than those which might have occurred without the use of physical intervention.

15/ Reporting and recording

A detailed written report will always be made in respect of any incidents where physical intervention is used by the member of staff concerned.

An Incident Report Form must be completed as soon as is reasonably practicable in respect of any incident and brought to the attention of the Head Teacher or in their absence, the most senior member of staff.

The Head Teacher or a designated senior member of staff will ensure that parents/carers are informed, as soon as is reasonably practicable, of an incident where physical intervention has been used.

Where a complaint about the use of restraint is made by a young person or parent/carer, this will be reported to the Proprietor and appropriate action is completed.

The purpose of recording is to ensure policy guidelines are followed, to inform parents/carers, to inform future practice and to provide a record for future enquiry

16. Post-incident support for pupils and staff

Serious incidents that require physical intervention can be upsetting to all concerned and may result in injuries to pupils or to staff. Immediate action should be taken to provide First Aid and to access medical assistance for injuries that go beyond First Aid.

The Proprietor has ensured arrangements are in place to provide emotional support for staff following situations where they have been actively involved in the physical intervention of a pupil or have been involved in an incident which has been successfully de-escalated but the staff member concerned has requested or been offered time to recover. Appropriate support will also be offered to pupils. The support is likely to be in respect of

- Physical consequences
- Support in dealing with any emotional stress or loss of confidence; or
- Opportunity to analyse and/or reflect on strategies to prevent such crisis points in the future

In the case of support of pupils, staff will consider where multi-agency partners may need to be involved.

De-briefing sessions are always to be held with both the staff and pupil(s) involved in any incident and outcomes are reviewed to inform future practice in order to minimise the risk of similar occurrences. For pupils this could include the rewriting of any Pupil Individual Risk Assessment (PIRA), the re-formulating of Pupil Individual Behaviour Plan (PIBP) and the re-setting of targets. For staff this could include the offer of additional support from the Head Teacher or senior staff, the re-allocation of duties for a defined period, referral for counselling or medical advice or support and/or the possibility of additional training.

Daily debriefing sessions and staff meetings offer support and supervision to staff, provide opportunities for events to be shared with colleagues where this is appropriate.

Pupils will normally be required to discuss events with the Head Teacher upon return to school if an exclusion has been given. A record will be made of their discussion. The discussion will cover the events, the lessons to be learnt from them and the way in which consequences will be applied. The pupil will be supported to apologise or to make restitution as appropriate. His/her parents may be invited to some or all of this meeting

17. Complaints and allegations

West Lodge independent School is committed to involving parents/carers when an incident occurs with their child. We have a clear policy about physical contact with pupils that staff members adhere to. This should help to avoid complaints from parents/carers, but this approach will not prevent all complaints. If there is a dispute about the use of physical intervention by a member of staff it might lead to an allegation made to the academy, to other agencies or to the police. These will be dealt with in accordance with agreed policies and procedures for handling allegations against staff.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a parent or student, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable and proportionate in all circumstances. It would also be likely to take account of the school's policy on physical intervention, whether that had been followed, and the need to prevent injury, damage, or disruption, in considering all the circumstances of the case

18/ Links with other policies

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Complaints Policy
- Whistle Blowing Policy
- Health and Safety Policy

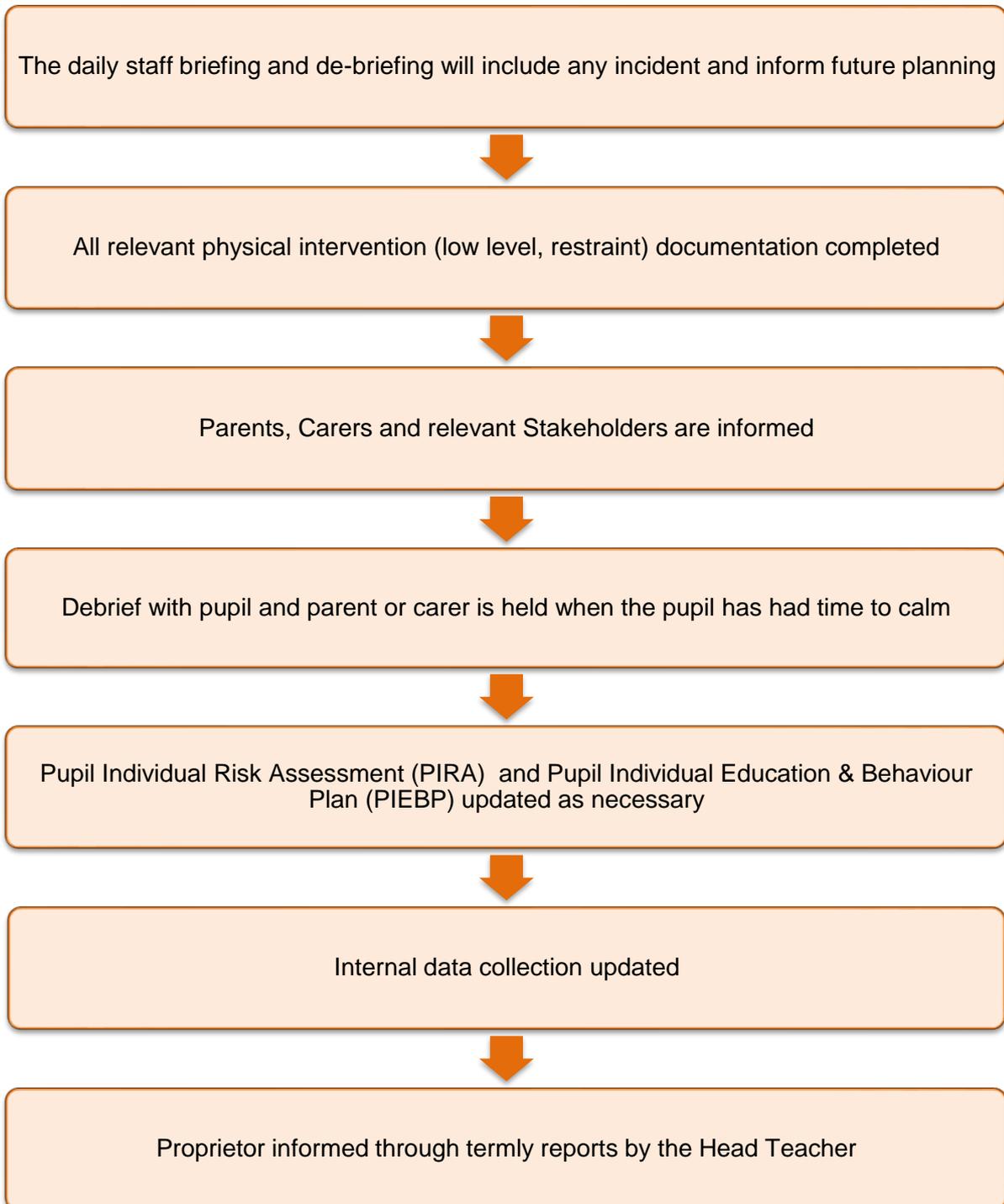
Related Procedures

- General Complaints Procedure for Parents and Others;
- Harassment and Anti-Bullying Procedures

Legislative framework underpinning the use of physical intervention

- Education Act 1996
- Criminal Law Act 1966
- Crime and Disorder Act 1998
- Human Rights Act 2010
- Health and Safety Legislation
- Race Relations (Amendment) Act 2000
- Reducing the Need for Restraint and Restrictive Intervention June 2019

Appendix 1: Physical Intervention - Procedure for communication, reflection and record keeping



Example of a Record of Restraint

Record N° 0001

Name of pupil Date..... Start time..... Finish time.....

Duration of hold..... Specific location

Staff carrying out the restraint (all staff involved must print names and sign to confirm they have read the report)

Staff 1:..... Staff 2:..... Staff 3:.....

Sign 1..... Sign 2..... Sign 3.....

Staff observing the restraint (all staff who observed the intervention must print their names and sign to confirm they have read the report)

Staff 1:..... Staff 2:..... Staff 3:.....

Sign 1..... Sign 2..... Sign 3.....

Antecedents: (State briefly what led up to the physical intervention, what de-escalation techniques were used prior to the restraint and make it clear why it was necessary.

Was the behaviour deliberate? Reckless? Racial? A health and safety risk?

Was any physical contact Restrictive? Non - Restrictive? Least Intrusive?

What measures were taken to avoid restraint:

Name of technique/hold used:

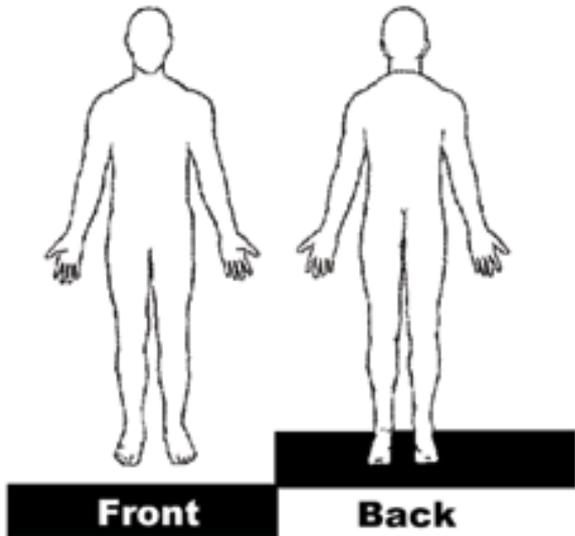
Description: (Describe how the restraint was carried out, what holds etc were used, steps taken to ensure child's safety etc, how tension reduction was achieved etc. If the hold involved more than one member of staff, ensure you clarify who was where throughout the hold (ie: who was on the left, right or leg support). Describe any changes or interchanging techniques used. Use continuation sheet at back of book if necessary.

REMEMBER TO PROVIDE APPROXIMATE TIMES OF DIFFERENT PHASES (eg/ if changed from standing to seated).

Effectiveness of measure used and any consequence of measure used:

Injuries to young person: YES/NO

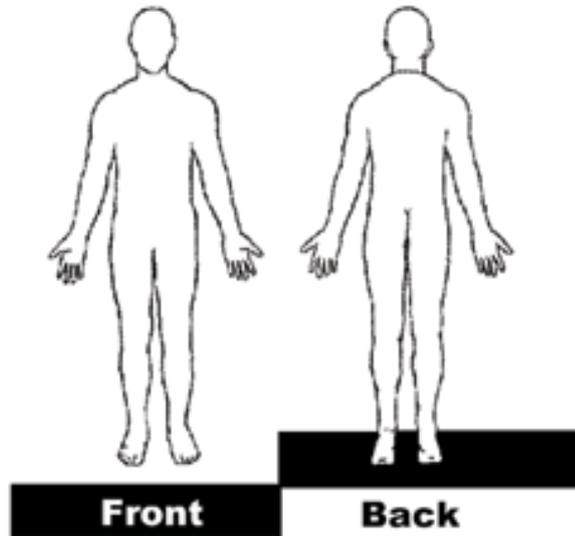
Please mark on body map where injuries are:



Description of injuries and action taken?

Injuries to staff members: YES/NO

Please mark on body map where injuries are:



Description of injuries and action taken?

What medical advice and first aid was offered and/or administered? and outcome:

Debrief with staff:

Debrief with young person: (if young person does not wish to comment, ensure this is recorded)

Reflection: (What things could be done differently next time?)

Head Teacher's Review / Comment/ Further action taken and required:

Persons notified and method	Date and time notified
Parents/Carers	
Social worker	
Police	
Ofsted	
Other (please state)	

--	--

Head Teacher's name	Sign	Date