BEHAVIOUR FOR LEARNING POLICY

Percy Hedley School

Policy Control/Monitoring

Approved by: **(Position in Organisation)** **Date:**	**Director of Education** **23.9.24**
Accountability: **(Position in Organisation)**	Behaviour for learning lead
Revision Cycle:	Every 2 years
Brief details of amendments made	

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment, pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

Version Control Tracker

Version Number	Date
V1	23.9.24

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Respect   *Teamwork*   *Resilience*

Behaviour for Learning Policy

1. Introduction

Percy Hedley School (PHS) is a special school for pupils with Special Educational Needs and Disabilities (SEND). We are dedicated to providing a safe, secure and stimulating environment that is conducive to all children having every opportunity to reach their full potential.

At PHS, we believe that pro-social behaviour forms the foundation for a safe, creative, and effective teaching and learning environment where all pupils can thrive. We emphasise teaching values such as respect, tolerance, fairness, and inclusion, alongside knowledge and skills. We hold high expectations for our pupils and have developed a range of practices to support them. We advocate for equality of opportunity for all pupils, promoting community cohesion, and treating everyone with dignity and respect.

Ensuring that pupils feel safe is of upmost importance at PHS, and our Behaviour for Learning Policy is one of several policies designed to maintain their safety. Our aim is to provide high-quality education in a nurturing, caring, supportive, and organised environment, preparing and encouraging all pupils to fully participate in their home, school, and community lives.

We use the principles of Behaviour for Learning (BfL) focussing on the idea that positive behaviour in the classroom directly supports effective learning. Instead of simply managing or controlling pupil behaviour, BfL emphasises creating environments and relationships that enhance learning.

We recognise that a pupil's behaviour may be influenced by their SEND. When behaviour incidents occur, we will always consider them in relation to the student's SEND, though not all incidents will be connected to their SEND. Decisions about the impact of a student's SEND on an incident will be made on a case-by-case basis.

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Respect   *Teamwork*   *Resilience*

Effective behaviour support is integral to the curriculum. It is crucial for effective teaching and learning - fostering good engagement and behaviour from pupils, and maintaining a safe, calm, and orderly school environment.

We aim to:

- Create a safe and secure environment for pupils and staff, respecting everyone's rights.
- Establish a positive learning environment where pupils' attitudes and actions enhance teaching and learning.
- Offer a well-organised, planned, and sequenced curriculum that promotes good behaviour and attitudes.
- Foster mutual respect and support pupils in developing confidence, pride, self-esteem, and self-efficacy.
- Ensure a consistent, whole-school approach to behaviour support.
- Collaborate with parents, carers, and multi-agency professionals to ensure best practices in behaviour support.
- Implement effective monitoring systems and processes to support behaviour.

2. Purpose

This policy supports the school in its Duty of Care to:

- ensure we work together (internally and externally) to provide support to ensure all our learners have a good quality of life.
- prevent injury to learners or damage to their property.
- prevent injury or damage to staff or premises/property
- provide information and guidance for staff, parents/families, governors, Trustees and other stakeholders on how we keep learners safe.
- provide a framework for supporting learners within our collective beliefs around human behaviour.
- provide an inclusive model for our understanding of behavioural needs.
- underpin our beliefs with evidence-based practice and current research.
- embrace and embed a culture of restraint reduction through the use of strategies designed to promote minimum impact and trauma informed care.

3. Scope

This policy applies to employees, bank staff, and parents/carers involved in within the school's services.

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Respect   *Teamwork*   *Resilience*

The scope of this policy does not include crisis interventions delivered by external agencies, e.g. the police force.

Staff must only undertake aspects of Restrictive Physical Interventions in which training has been received and competency requirements reached (see PHF Policy of Restrictive Practices).

4. Definitions

Behaviour	The way in which someone acts or conducts themselves, especially towards others.
Behaviour of concern	Conduct or actions which are demanding, provocative, testing and not recognised as the norm which may cause harm, injury, or distress. Behaviour can be described as concerning when it is of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion
Sanctions	Actions which involve a penalty or removal of a privilege, aimed at encouraging more acceptable behaviour.
Reparations	Actions which repair damage or ease distress caused by challenging behaviour.
Autonomous withdrawal	When an individual actively chooses to move to a quiet space to self-calm.
Imposed withdrawal	Supervised removal of an individual against their will to a place of safety until they can compose themselves and safety is regained. They may leave at any time. It is our duty of care to protect the pupil from harm, or risk of harm, to themselves and/or others and has to be reasonable, proportionate and necessary.
Seclusion	Supervised confinement and isolation of a person away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the containment of severely disturbed behaviour which poses risk of harm to others. Staff will be present who will continue to support and monitor the pupil.
Physical Restraint	"Any direct physical contact where the intention of the person intervening is to prevent, restrict or subdue movement of the body, or part of the body of another person", (DofH, 2014)
RPI	Restrictive Physical Intervention

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Clinical holding	Clinical holding is defined by the Mental Capacity Act as 'the use of restrictive physical interventions that enable staff to effectively assess or deliver clinical care and treatment to individuals who are unable to comply'.
Mechanical Restraint	"The use of a device such as a belt or cuff to prevent, restrict or subdue movement of a person's body or part of their body for the primary purpose of behaviour control e.g. seat belt like devices fitted to chairs" (CQC,2015b)
Psychological Restraint	Any action or practice undertaken, which is inconsistent with the wishes of the person e.g. depriving lifestyle choices by telling them what time to get up/ go to bed.
Technological Restraint	The use of equipment to alert staff that the person is trying to leave or to monitor their movement e.g. pressure pads.
Chemical Restraint	"The use of medication to calm or lightly sedate an individual to reduce the risk of harm to self or others and to reduce agitation and aggression" (DofH,2015)
Crisis Intervention	The 'threat of lethal behaviour' defined as 'a person threatening to take their own life or others'. (NAPPI UK)
NAPPI	Non-Abusive Psychological and Physical Interventions NAPPI UK ltd is an independent training company approved to deliver Restraint Reduction Network certificated training which delivers a modular approach to training mapped to the Positive Behaviour Support Framework.

5. Principles

Positive behaviour is key to any child or young person's learning, the ability to interact with other people and with the curriculum, will impact on the pupils' outcomes. It is important that a pupil is alert and ready to learn to be able to fully engage in the school day. School staff should have high expectations of pupils and should communicate these expectations clearly.

Whilst it is expected that pupils should demonstrate behaviour that is conducive to learning we should understand that there are many contributing factors that may lead to pupils being unable to maintain these levels of behaviour.

At all times adults working within PHS will model expected behaviour. They should be aware of the additional needs of the pupils and endeavour to support these.
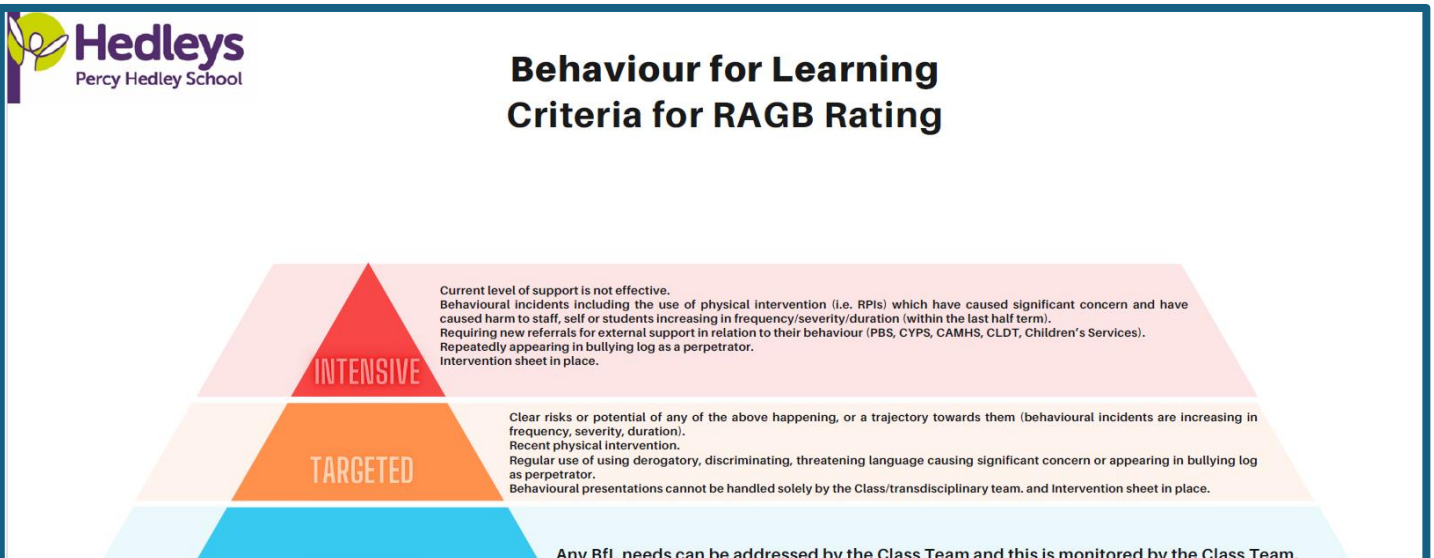
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The Percy Hedley Foundation follows the principles of positive and proactive care which will allow their staff to use restrictive interventions as a last resort and is founded on eight overarching principles (PHF Restrictive Practices Policy, Section 5.4) which are:

- Restrictive interventions should never be used to punish or for the sole intention of inflicting pain, suffering or humiliation.
- There must be a real possibility of harm to the person or to staff, the public or others if no action is undertaken.
- The nature of techniques used to restrict must be proportionate to the risk of harm and the severity of that harm.
- Any action taken to restrict a person's freedom of movement must be the least restrictive option that will meet the need.
- Any restriction should be imposed for no longer than absolutely necessary.
- What is done to people, why and with what consequences must be subject to audit and monitoring and must be open and transparent.
- Restrictive interventions should only ever be used as a last resort.
- People who use services, carers and advocate

Behaviour for Learning - Three-Tiered Behaviour Support and Intervention Model

Pupils' behaviour at PHS is supported by a three-tiered model for increasingly specific behaviour intervention.

Behaviour for Learning
Criteria for RAGB Rating

INTENSIVE
Current level of support is not effective.
Behavioural incidents including the use of physical intervention (i.e. RPIs) which have caused significant concern and have caused harm to staff, self or students increasing in frequency/severity/duration (within the last half term).
Requiring new referrals for external support in relation to their behaviour (PBS, CYPS, CAMHS, CLDT, Children's Services).
Repeatedly appearing in bullying log as a perpetrator.
Intervention sheet in place.

TARGETED
Clear risks or potential of any of the above happening, or a trajectory towards them (behavioural incidents are increasing in frequency, severity, duration).
Recent physical intervention.
Regular use of using derogatory, discriminating, threatening language causing significant concern or appearing in bullying log as perpetrator.
Behavioural presentations cannot be handled solely by the Class/transdisciplinary team. and Intervention sheet in place.

Any BfL needs can be addressed by the Class Team and this is monitored by the Class Team

Universal Support – Tier 1

These procedures are based on our beliefs about behaviour and all pupils receive this level of support as part of our school's **Universal Support.** These beliefs include the premises that:

All behaviour happens for a reason - we believe that our pupils are happy and behave well when good behaviour is recognised by staff and their peers and are able to behave well when their needs are well met within the school, at home and in the community.

Behaviour and Communication - how our pupils behave gives us important information about how they are feeling. Supporting pupils to communicate is an essential part of helping them to behave appropriately. They can be helped to develop alternative ways of expressing themselves that may achieve the same purpose, in a more appropriate and safer manner.

Pupils with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Pupils can learn alternative behaviours - our pupils can often find learning difficult. Learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of our pupils, and we must have realistic expectations about the speed of progress they will have when learning to adapt or develop new behaviours.

Our pupils learn in small, incremental steps over long periods of time, and this learning is not automatically generalised to different settings or situations. Support should be given to teach our pupils alternative actions which meet the same function, where necessary.

Mistakes are part of the learning process and are not judged but we support our pupils to get things right. They are encouraged to 'give it a go', with reassurance and support that things may not go right first

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time and that they can try again. They are encouraged to reflect on their mistakes, as appropriate, and are active participants in this learning process.

As part of the **Universal Support,** the things that we do to help our pupils to manage their own behaviour successfully are of the highest importance to a positive ethos and environment in our school.

PERMA Plans

All pupils at our school have a PERMA Plan. A PERMA Plan is a structured approach to enhancing wellbeing and flourishing, based on the PERMA model developed by positive psychologist Martin Seligman.

The acronym PERMA stands for:

- **Positive Emotion**: Fostering feelings of joy, gratitude, hope, and pleasure.
- **Engagement:** Being deeply involved and absorbed in activities, often referred to as a state of "flow."
- **Relationships:** Building strong, supportive, and meaningful connections with others.
- **Meaning:** Finding purpose and significance in life through belonging to and serving something larger than oneself.
- **Accomplishment:** Pursuing and achieving goals for a sense of achievement and mastery.

A PERMA plan involves creating and implementing strategies to enhance each of these five elements.

PHS Values and Guidelines for Success

Our three PHS Values (RESPECT, TEAMWORK and RESILIENCE) have been established and agreed by pupils and staff to ensure that expectations are clearly understood and enable everyone in the school the opportunity to follow consistent approaches in promoting positive behaviour and a safe environment.

At the beginning of the year, teachers, therapists and support staff encourage the pupils in their class group to develop their own **Guidelines for Success**, aligned to the overarching school values. These are simple and few, appropriate to the age and development of the pupils, and focus on positive attributes.

Linked to our PHS Values, **Guidelines for Success** form a key part of the ways in which we provide **Universal Support** for all pupils when supporting positive behaviour.

These should be:

1. Few in number.
2. Involve input from and be agreed with pupils as far as possible.
3. Communicated in an appropriate way at a level the person can understand e.g. through visual cues, sign, symbol etc.
4. Positive – things that we are *'going to do'* and avoiding phrases such as *'not do'*.
5. Regularly referred to by everyone and be visible.

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6. Appropriate to the setting, activity, and level of the adults. children and young people involved.

An example of these could include:

Respect:

- Be nice and use kind words.
- Listen to others and take turns when talking.
- Keep your hands to yourself and be gentle with things.
- Take care of school stuff and other people's things.

Teamwork:

- Work together with friends and adults and help each other.
- Be happy for friends and cheer for them.
- Share and take turns playing.
- Share ideas and take turns when talking.

Resilience:

- Keep trying, even if it's hard.
- Ask for help when you need it.
- Say sorry when you make a mistake.
- Be proud of yourself when you do something good.

In addition, **Routines** can also offer support. They should be:

1. Explicitly taught and referred to across all situations.
2. Consistent and predictable.
3. Made visually clear.

The **language** we use is part of helping people to take responsibility for their behaviour. It can help individuals to choose the right thing to do and, if appropriate, staff explain the consequences of their actions. Descriptive praise gives positive feedback, increases self-esteem and supports behaviour for learning.

Descriptive praise is used when people are seen to make a good choice. Staff should be aware and try to never miss an opportunity for this to happen. Examples include, *'I liked the way you did that!* or *'Thank you for tidying away when I asked'*.

Positive and consistent communication will increase people's sense of responsibility and remove the struggle for power.

Rewards and Consequences/Sanctions

Rewards must be able to be delivered and focus on positive choices and the behaviours we wish to encourage. They may include:

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- Descriptive and specific praise.
- Symbolic rewards, e.g. stars, stickers.
- Communication with others to inform them of the positive behaviour or achievement, e.g. phone calls home, note in the Home School diary or entry in the PHS Blog.
- Special responsibilities or privileges.
- Preferred activities which are beyond the scheduled classroom timetable, e.g. use of the sensory room, computer time, outdoor play outside of usual break times.

Sanctions

The term 'sanctions' refers to the consequences of a behaviour or action, or the decision the person has made. The process of considering the consequences of their decision is very useful; however, the detail and focus of the consequences or sanctions will vary dependent on the person's needs and the situation.

As part of a debrief discussion with an individual it may be appropriate to consider the consequences of their decisions on others around them and on their day. This would ideally take place as part of a problem-solving discussion, to focus on making changes and supporting the individual to make more positive decisions in the future.

In exceptional circumstances, it may be that more concrete consequences are required, for example a bullying situation, where a pupil has not engaged with the support repeatedly offered to them.

Sanctions in this context may include:

1. Losing a preferred activity or privilege.

2. Additional activity or tasks for a specified period of time

More formal sanctions may not be appropriate when it is acknowledged that the person was in a highly distressed state. Sanctions must be delivered in a timely manner, as a consequence of the person's choices, and must not be harsh or removed from the behaviour we wish to decrease.

The detail of the sanction must be communicated to the individual and staff team to ensure all involved understand, and the situation can be resolved quickly. As part of our reflective practice, staff should consider if anything could have been done differently to give different outcomes, and individuals should have the opportunity to be involved in this also, as appropriate.

Reparations

We believe that our pupils should be given the opportunity to repair relationships following a behavioural incident and that they should be given the opportunity if they want to do this. Pupils will be supported to repair relationships by staff including the Wellbeing Team to do this.

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Punishment is not a concept that we feel is positive as it focuses the person's attention on the punishment itself rather than what led to the situation. This can lead to them feeling angry about the punishment rather than thinking about the effect of their behaviour on themselves and others.

Where appropriate, we support pupils to take responsibility for what they have done and repair it with the other people affected.

We cannot make assumptions about what people are feeling. Unresolved difficulties can make pupils very anxious and lead to further/habitual behavioural problems.

Pupils who require further support - Tier 2 (Targeted) and Tier 3 (Intensive)

Most pupils will respond positively when staff work within the guidelines detailed above. However, some of our learners present with significant levels of behaviour of concern which are deeply embedded or present with factors such as mental health difficulties and require additional support.

The ways in which we provide **targeted** or **intensive** support are:

a. Considering the behaviour of the person holistically, gathering information in a range of professionals, in different settings and analysing the behaviours demonstrated.

b. Putting in place additional scaffolding and support which is tailored to the specific needs of each pupil and is informed by the assessment process above.

c. Writing or reviewing a comprehensive Behaviour Support Plan (two page grab-sheet example in appendix) which is tailored to ensure that any support and strategies are clearly documented, and enabling to staff know how best to manage each situation as it arises.

    This can include collecting the person's views on what causes them to experience negative feelings (e.g. stress/ anxiety/ anger), what the person feels their successful strategies are, what support they would like from staff and possibly an explanation of the function of some of their behaviour (e.g. 'I do this when.').

    It is acknowledged that not all people will be able to communicate their feelings on this; however, support will be provided to ensure they have the best opportunity to do so, at the level appropriate to their development and abilities.

d. Working closely with parents/carers to gather information and support them to implement behavioural support strategies. Parents/carers should be involved in writing Behaviour Support Plans and have opportunities to discuss strategies with key staff.

e. De-escalation techniques are clearly documented and updated as the first strategies to try when an individual reacts to stress by exhibiting behaviours of concern.

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f. May include the completion of individual risk assessments identifying control measures to ensure safety in all situations. When assessing risk staff consider:

- size, age and level of understanding of the individual.
- the specific hazards they face.
- their specific vulnerabilities, learning disabilities, medical conditions, and impairments.
- the relative risks of not intervening.
- the individual's sought views and experiences and those of their family on de-escalation techniques to calm a situation.
- the method of restraint appropriate to the circumstances.
- the impact of the restraint on the future relationship with the individual.

g. Putting in place additional staff training where needed e.g. NAPPI Training or regarding strategies for working with pupils with specific diagnoses/difficulties (e.g. Pathological Demand Avoidance or Attachment Disorder)

h. Prompt involvement of external agencies such as Children and Young People's Services (CYPS) teams, mental health practitioners, and psychology and psychiatry teams, where appropriate.

i. Involving medical services to ensure that there is no underlying illness or unresolved pain, where appropriate.

Those pupils who require **intensive** support (Tier 3) require a highly individualised and personalised approach that involves thorough assessment, highly personalised interventions, continuous monitoring, and strong collaboration among all stakeholders with the aim to address severe behavioural challenges through a structured, data-driven, and compassionate approach.

Due to the nature of **intensive** work that needs to be undertaken (for Functional Behaviour Assessments and PBS Plan development) this work is likely to be conducted primarily by behaviour specialists from external agencies, such as CAMHS, CYPS or CLDT. This work will seek to offer a range of in-depth and targeted strategies designed to meet the severe and complex behavioural needs of individual pupils.

Some pupils may require additional specific and detailed planning. This could include a shortened school day, off-site education, additional 1:1/ 2:1 support or a period of home-based learning. When such significant adaptions are required, these will be planned jointly with all agencies including parents and families, Local Authorities and external support teams.

Restrictive Physical Intervention and Restraint

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Percy Hedley Foundation is committed to the practice of restraint reduction and all interventions are monitored and evaluated to ensure intervention is directly linked to evidence-based practice. The Foundation knows that there are many forms of restraint other than physical restraint. These are detailed within the Foundation's Restrictive Practice Policy.

The Human Rights Act (1998) is made up of a series of Articles, which define a right of freedom and list permitted exceptions. Article 3 – the Right not to be subjected to torture, inhuman or degrading treatment or punishment is an absolute right where there is a duty to state and public authorities not to allow interventions that cause severe mental or physical harm or is grossly humiliating or undignified.

Use of Reasonable Force

DfE guidance in 'Use of Reasonable Force' (and Section 93 of the 'Education and Inspections Act', 2006) sets out the circumstances in which reasonable force may be used in schools:

- *In a school, force is used for two main purposes – to control pupils or to restrain them.*
- *The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.*
- *Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.*

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

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

Schools cannot:

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

In the light of an individual presenting with significant behaviours of concern where the individual becomes destructive or dangerous to themselves or others and where failure to intervene would result in harm and constitute neglect, staff trained in Non-Abusive Psychological and Physical Intervention (NAPPI) strategies would intervene using NAPPIUK techniques approved by the Restraint Reduction Network as interventions of minimum impact for the shortest time frame possible.

A thorough Individual Risk Assessment is undertaken for each individual and only techniques approved for use would be undertaken during a period of distress: except for crisis intervention. NAPPIUK defines

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crisis intervention as the 'threat of lethal behaviour' which they define as 'a person threatening to take their own life or others'. In these exceptional circumstances the police may be called, and they will use techniques and act in accordance with their own professional training. School staff will alert the police to the risk of any health condition which could be exacerbated by restraint and continue to monitor the young person's physical and psychological wellbeing whilst in attendance.

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

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

NAPPI Approach

NAPPI stands for Non-Abusive Psychological and Physical Intervention. It is a framework used by our school to support pupils who display challenging behaviours in a way that promotes dignity, respect, and safety. It focuses on protecting the dignity and rights of individuals while ensuring that interventions are necessary, proportionate, and safe.

Here are some core principles of NAPPIUK:

1. Prevention

The focus is on preventing challenging behaviours from occurring by understanding the root causes and triggers. Staff are trained to identify early warning signs and use de-escalation techniques to prevent situations from escalating.

2. Non-Abusive Psychological Interventions

This involves using verbal and non-verbal communication strategies to reduce anxiety and prevent conflict. Staff are trained to engage with individuals in a way that is calm, respectful, and non-threatening, helping to defuse potentially volatile situations before they escalate into physical confrontations.

3. Non-Abusive Physical Interventions

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If a situation becomes physically dangerous, staff are trained in non-abusive, safe physical intervention techniques to protect both the individual and others. These interventions are used only as a last resort and are designed to minimize harm or discomfort to the person involved.

4. Empowerment

NAPPI emphasises the importance of empowering individuals to manage their own behaviour. By focusing on a person-centred approach, it encourages people to develop coping strategies and take responsibility for their actions.

5. Post-Intervention Reflection

After any intervention, the staff and the individual involved are encouraged to reflect on the situation, discuss what happened, and explore alternative strategies that could have been used. This reflection helps prevent future incidents and promotes learning for all parties involved.

The NAPPIUK approach uses very specific methods of physical intervention which minimise the amount of contact and therefore reduces the risk of harm to the child or young person.

The following principles apply:

1. Physical intervention and restraint should rarely be used and **only** after all other de-escalation strategies and interventions have been exhausted or assessed as insufficient to meet the needs of the student. It must only be used by staff who have had the recognised level of NAPPIUK training and where this is up to date. Yearly refresher training is mandatory, and sessions will be in place each half term to ensure that all relevant staff receive updates as part of a rolling programme.

   Staff will be required to exercise professional judgement in response to unforeseen events or when trained staff may not be available. In this situation dynamic risk assessment will be implemented. Unless the situation is urgent, trained staff should be sought. If the situation is urgent any response must still be reasonable, proportionate and use minimum impact to support the decision to intervene.

2. It should only be used if the child or young person is putting himself/herself or others in danger and where failure to intervene would result in harm and constitute neglect.

3. Any physical intervention should be as a last resort and should be proportionate, of minimum impact, reasonable and necessary.

4. If used **it must be logged on CPOMS as soon as possible** (see below) and parents/ carers and families informed the same day.

5. An individual Behaviour Support Plan and individual risk assessment must be in place or, in the event of the use of physical intervention needing to be used for the first time, written within promptly after incident.

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6. Behaviour Support Plans must be regularly reviewed, updated and shared with all who need to know. They must be dated, and previous versions removed from circulation.

7. Staff must complete a debrief interview and reflect on the incident once it is over to determine if anything could have been done to manage it differently and to plan for the future to improve quality of life for the child, young person or adult involved. Debriefs can be held among class teams or with support of the Behaviour for Learning team or PBS Coaches as appropriate. Amendments to the Behaviour Support Plan should follow and the necessary staff teams informed of updates.

Our school do not routinely use manual restraint for more than 10 minutes and seclusion may be necessary as an alternative to prolonged manual restraint (longer than 10 minutes).[1]

Withdrawal and Seclusion

1. Withdrawal or seclusion are **NEVER** used as a treatment or disciplinary penalty.

2. School recognises that there are times when an individual may seek or be required to isolate away from others to maintain personal safety or reduce significant risk of harm to others

3. *Autonomous withdrawal*: If an individual actively chooses to move to a quiet space to self-calm, staff will support and monitor their progress and take all steps to return to the usual environment as soon as possible.

4. *Imposed withdrawal:* If an individual becomes destructive to property or dangerous to themselves or others, staff have a duty of care to protect the individual from harm. It may be necessary to remove the individual against their will to a place of safety until they are able to compose themselves and safety is regained. Interventions requiring minimum impact will be used and staff will take all steps to return to the usual environment as quickly as possible.

5. *Seclusion*: If an individual is presenting with severely destructive or dangerous behaviour it may be necessary *in exceptional circumstances* to impose supervised containment and isolation away from others in an area from which the person is prevented from leaving, for the minimum time necessary. Staff will remain in close proximity and will visually monitor progress throughout. Staff will work with the individual to facilitate their emotional regulation and take all steps to return to the usual environment as quickly as possible.

Seclusion protocols

In exceptional circumstances, an adult, child, or young person may be secluded in a safe space, from which they are prevented from leaving until they are able to be calm, to reduce the risk to themselves or

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[1] Violence and aggression: short-term management in mental health, health and community settings NICE guideline [NG10] Published: 28 May 2015

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others. There must always be two adults present, either inside the room if safe or outside the door with visibility if not.

Seclusion must be documented as part of the Behaviour Support Plan and agreed as a strategy by all involved. It must be regularly reviewed, and plans made as soon as possible to move on to other strategies as appropriate.

All Incidences of seclusion must be logged on CPOMS, and parents/carers notified the same day.

<u>Absconding</u>

Pupils attending Percy Hedley School are more vulnerable than those in mainstream schools due to their Special Educational Needs and Disabilities. They may lack basic road safety awareness or an awareness of the dangers of engaging with strangers. Many of our pupils attend schools that are several miles from home, and they may be unfamiliar with the area surrounding the school they attend.

All pupils are expected to remain onsite unless they are taking part in a supervised, planned offsite activity. All offsite trips are appropriately risk-assessed and follow individual school policies. Pupils are made aware of the school boundaries and there are clear expectations that pupils must not go offsite without permission. Our school has clear boundaries consisting of fencing/walls and gates. However, schools are not "high security institutions" and pupils are able to leave the site if they choose to do so.

Principles

- The SLT are responsible for all pupils and therefore will assume responsibility for procedures to be followed in the event of an absconding pupil.
- All staff involved in any incident will be aware of the specific needs and behaviours of the student.
- All pupils likely to engage in this behaviour will have a specific risk assessment/plan.
- The student's welfare and safety will be the primary concern during any incident.
- The school will manage the communication of information to parents and other professionals depending upon the dynamic risk assessment by the SLT.
- If a child has been missing for more than a significant period of time, the Local Authority will be informed. However, if a child is missing and it is past the usual "home time", the LA will be informed straightaway.

Protocol

- The Senior Leadership Team must be alerted as soon as a student leaves the site or is reported as missing.
- If a student goes missing, staff will search the buildings and grounds to confirm that pupil has left site.
- Staff will then search the surrounding neighbourhood. If the pupil is not found within 10 minutes, then parents/carers are informed.

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- Once a pupil is confirmed as missing, the school will begin its own log, detailing all times and events.
- A dynamic risk assessment will be carried out, considering the age, vulnerability and general ability of the pupil, as well as the likely reason for their absconding and where they may have gone.
- If a pupil leaves the school site without permission, staff will follow at a distance to keep the student in sight.
- Staff should pick up 2-way radios / mobile phones and will keep the school informed of their whereabouts. If possible, staff will encourage the student to make some good choices (listen to staff advice and return to school). The member of staff following the student may request a vehicle to pick up the student. If so, staff will arrive and encourage/escort a student into the vehicle for their own safety.
- After 30 minutes if there is still not a sighting, the Police will be informed and details of timings taken by the school to be shared.
- When the pupil returns to school or is brought back by staff, parents will be informed straightway. If the Police have been called, they will be told the pupil is back on site.
- If for whatever reason the pupil has not been found by the time school closes at the end of the day (between 5 – 6 pm) parents/carers will continue to liaise with the Designated Safeguarding Lead and the Police.
- The school will decide on the follow-up action according to the individual situation. The school may decide to impose a sanction, or they may feel that a supportive approach is the best option. Parents and carers will be encouraged to be part of this process.

<u>Post-incident Review and Debrief Process</u>

Following an incident where an individual presents with significant behaviour of concern (where self-protection skills/RPI has been used or there has been physical harm) a familiar member of staff will support the pupil to try to help them understand what they were feeling and how staff could have helped them to avoid escalation to more serious behaviours of concern.

A member of staff will contact the family to discuss what happened and the incident will be reported using the CPOMS system to capture an accurate record to inform future learning and improve quality of life for the individual in the future. Staff will contact parents/ carers of individuals if they notice a pattern of concern or if agreed protocols and intervention strategies change.

Staff will contact parents/ carers of individuals if they notice a pattern of concern or if agreed protocols and intervention strategies change.

Following an incident there is a staff debrief to ensure that reflection about what has happened, how it has been managed and what could have been done differently leads into improvements and

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developments to the Behaviour Support Plan. Members of the Senior Leadership Team may be present depending on the severity of the incident.

- The debrief ensures that staff are supported physically and emotionally and have the necessary training and updates to fulfil their role effectively.

- Incidents of behaviour of concern are discussed regularly at Senior Leadership Team Meetings and with the relevant member of the schools' the local advisory committee.

Where a behavioural incident results in injury to a member of staff or another adult, child or young person the Accident, Incident and Near Miss reporting policy must also be followed and recorded on Vatix.

Vatix is a new online software brought in to the Foundation to assist with the reporting and investigation of Accidents, Incidents and Near Misses that occur on the Foundation's premises or are associated with the Foundations activities.

Fixed Term Exclusions

Exclusions are not the most effective way to support children and young people with SEND. We will always try to adapt and personalise our provision to ensure that all can access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time, but this would always be considered very carefully. These circumstances may include:

1. Incidents where the safety of the pupil or student or that of others is seriously compromised and the occurrence is frequent or increasing in frequency and intensity.

2. Incidents of knife crime or use of other weapons.

3. Incidents of Harmful Sexual Behaviour.

4. Incidents of significant damage to property.

Decisions to exclude children or young people are made on an individual basis and will always be a reasonable, measured and considered response which will have an impact and be a learning opportunity for them.

Exclusions may be managed internally, and the pupil may be removed from class for a fixed period of time.

If Percy Hedley School is not able to meet the needs of an individual child or young person, we will always work with families and local authorities to identify a suitable placement for a managed transition.

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Child-on-Child Abuse

Children can abuse other children. This is now referred to as child-on-child abuse and can occur in various forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Child on child abuse will not be tolerated. All staff will take a zero-tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child-on-child abuse that such abuse may still be taking place, and all staff should be vigilant.

A difficult feature of child-on-child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children.

In cases where child on child abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support. All incidents are reported to the Designated Safeguarding Lead.

The school takes the following steps to minimise the risk of child-on-child abuse:
- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries.
- Communication with parents so that they are aware of the situation if it involves their child.
- Using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, role play, focused activities etc.
- Ensuring school is well supervised, especially in areas where children may be vulnerable (i.e. in bathrooms) and ensures robust supervision.
- Ensures staff are aware of the indicators and signs of child-on-child abuse and how to identify them and understand who to report these concerns to.
- Addresses inappropriate behaviour (even if it appears to be relatively minor).
- Has clear robust policies on dealing with key issues of behaviour such as cyber bullying.
- Ensures staff and children are aware of the policies (child friendly versions).
- Increases supervision during key times (break and lunch times).
- Takes steps to prevent isolation.
- Separates children if needed.
- Where risk is identified, an individual child risk assessment is put in place.

The following systems are in place to enable children to confidently report any abuse:
- All children know who they can report to in school, including clear child-friendly signage.
- Assemblies and class activities signposting children to key actions / staff.
- Enrichment activities.
- Safeguarding posters placed around the school with details of who the safeguarding team are and how pupils can report incidents of concern.

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Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- All information will be recorded in writing using the agreed procedures (CPOMS)
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL
- Where the incident also involves a child at a different establishment the DSL will ensure effective liaison and information sharing
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process.
- The DSL will balance the child's wishes against their duty to protect the child and other children.
- The school will work with our local safeguarding partners where appropriate (Children's Services, Police, CYPS/CAMHS).
- If deemed appropriate and necessary then a referral may need to be submitted to Children's Services and/or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available.
- Parents will be informed about the incident, along with how their child will be managed and supported, unless doing so would increase the child's risk.

Victims, perpetrators and any other children affected by child-on-child abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis.
- All children involved will be supported by an allocated member of staff.
- The needs and wishes of the victim will be taken into account, along with protecting the child.
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of Harmful Sexual Behaviour.
- Measures will be put in place to protect the children involved and keep them safe.
- A needs and risk assessment will be made and a safety plan put in place when required.
- Early help assessment, children's social care and other agencies will support where appropriate.
- External agencies such as Children's Services, Police, CYPS to support where appropriate.

We recognise that both boys and girls experience child on child abuse but can do so in different ways.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation / Child Criminal Exploitation.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse.
- Radicalisation.
- Abuse in intimate friendships / relationships.
- Sexual violence and sexual harassment.

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- Gang associated and serious violence.
- Initiation / hazing type violence and rituals.
- Consensual and non-consensual sharing of nudes and semi-nude images and /or videos.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence)

Some of the reasons why children abuse other children:
- The child may have been emotionally, physically, or sexually abused themselves.
- The child may have witnessed physical or emotional abuse.
- The child may have viewed sexually explicit / violent movies, video games or other materials.
- The child may have just acted impulsively without meaning to harm anyone.

Relationship abuse is unacceptable behaviour between any two people.

For behaviour around sharing of nude and semi-nude images and/or videos, please see the safeguarding policy for more information
When an incident involving nudes and semi-nudes comes to the attention of any member of staff:
- The incident should be referred to the DSL (or deputy) as soon as possible.
- The DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- There will be subsequent interviews with the children involved (if appropriate).
- Parents and carers will be informed at an early stage and involved in the process in order to best support the child unless there is good reason to believe that involving them would put the child at risk of harm.
- A referral will be made to Children's Services and/or the police immediately if there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.

A disclosure may not be a single event and the child may share further information at a later stage.

Any direct disclosure by a child should be taken seriously. A child who discloses they are the subject of an incident of sharing nudes and semi-nudes is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Bullying (including anti-bullying, cyberbullying, prejudice-based and discriminatory bullying

(See Education Services Anti-Bullying Policy)

This policy aims to foster an environment of mutual respect and acceptance, ensuring that all members of the school community feel valued and safe. At Percy Hedley School we are committed to providing a safe, supportive, and inclusive environment for all pupils, staff, and families.

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Bullying is repeated, intentional behaviour aimed at causing harm, distress, or fear to another person. It can take many forms. We recognise that any form of bullying is harmful and unacceptable. Bullying can happen to anyone.

This covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, pupil in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – "cyberbullying"

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They report incidents through CPOMS, and these logs are monitored by the school's Safeguarding Team. The school Safeguarding Team will then consider the next steps. Staff actively support anti-bullying strategies by teaching pupils directly about safeguarding issues and bullying. Information is regularly sent home to parents and carers to further develop parental awareness of safeguarding issues on the internet and mobile devices.

We keep a record of any bullying incidents on CPOMS. If, as members of staff, we become aware of any bullying/targeting taking place between members of a class, we deal with the issue immediately.

This may involve counselling and support for the victim of the bullying/targeting, and support for the pupil who has carried out the bullying. Where appropriate, we spend time talking to the pupil who has bullied/targeted others.

Our school's approach to bullying is outlined below:

1. Zero Tolerance

Percy Hedley School has a zero-tolerance approach to any form of bullying. Any such behaviour will be addressed promptly and appropriately.

2. Prevention

Staff are trained to identify and address signs of bullying, e.g. through our School Values and the PSHCE curriculum we actively teach and promote respect, diversity, and inclusion to prevent prejudice-based bullying.

3. Reporting and Response

Pupils and staff are required to report incidents of bullying via CPOMS. All reports will be taken seriously, investigated thoroughly, and handled with confidentiality. Appropriate interventions will be

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put in place to support the victim and address the behaviour of the perpetrator. We explain why the action of the pupil was wrong where this is appropriate and review the pupil's Behaviour Support Plan in order to support the pupil to change their behaviour in future.

If a pupil is repeatedly involved in bullying/targeting other pupils, the Senior Leadership Team or Headteacher is informed. We may invite the pupil's parents and carers into the school to discuss the situation. Where appropriate, the school may contact external support agencies such as Children's Services or children's mental health services.

4. Support for Pupils

We ensure that victims of any form of bullying receive the emotional, social, and educational support they need. This may include counselling from school's Wellbeing Team, peer support, and restorative practices.

5. Consequences

Pupils engaging in any form of bullying will subject to consequences in line with our school's behaviour policy, which may include restorative actions, counselling, and sanctions where necessary.

6. Partnership with Parents

We work closely with parents to address issues of bullying and ensure the wellbeing of all pupils. Parents will be informed of incidents and involved in the resolution process unless doing so places the child at risk.

Staff members routinely attend positive behaviour support training: this gives them the skills to know how to be proactive in promoting positive behaviours and how to intervene during behaviours of concern. Staff members aim to support all pupil in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all pupils when they are kind or a good friend for example, we aim to prevent incidents of bullying/ targeting.

Reporting and Recording Incidents

Incidents of behaviour of concern, their impact and strategies for minimising future risk are recorded as soon as possible after the incident has occurred. The incident will be logged on CPOMS.

Records must include antecedents to the incident, the behaviour displayed by the individual (in line with the NAPPI PBS continuum), the type of intervention used and the individual's response to the intervention. Any injury to individual, their peers, staff or property must also be included. Training in recording and reporting incidents is part of the NAPPI approach and is trained throughout the year.

If a restrictive physical intervention (RPI) was required, staff and the pupil must be debriefed. Parents/ carers must be informed of any physical intervention necessary on the day this occurs. The student's Behaviour Support Plan/personal Risk Assessment will be amended if required.

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Behavioural incidents are tracked and reported on a monthly basis to identify trends and identify need.

It is often the case that pupils, when attending PHS for the first time may often have habitually high levels of anxiety and, consequently, frequent dysregulated behaviour. To help ameliorate this, the school places an extremely strong emphasis on a highly structured environment and 'bespoke' curriculum to provide support, consistency and feelings of achievement and purpose from the very outset in pupils' lives within our school.

Once pupils have responded positively to the highly structured environment and anxiety levels are reduced, the school's focus is on moving from a behaviour support approach to a more proactive role of behaviour change, where the pupil begins to take control and responsibility for their own actions. This involves adapting the highly structured environment, increased decision making and the setting of personal targets with close staff support.

Confiscation, Searching and Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Vapes or e-cigarettes
- 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).

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

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If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for any other items.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

•   Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

•   Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

•   Desks
•   Lockers
•   Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

•   Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.

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- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

<u>Informing parents</u>

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the school has taken, including any consequences that have been applied to their child.

<u>Support after a search</u>

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

<u>Strip searches</u>

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

<u>Communication and record-keeping</u>

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Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

<u>Who will be present</u>

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees.

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

<u>Care after a strip search</u>

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

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As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

6. Monitoring and Compliance

This Policy will be reviewed at a minimum on an annual basis to ensure it remains up to date, relevant and appropriate to ensure it complies with legal and regulatory standards. Updates are made in response to any changes in law or school needs.

Regular monitoring of pupil's behaviour is carried out through classroom observations, behaviour tracking systems, and incident reports from staff. Patterns of both positive and negative behaviour are identified to provide timely support where needed.

The effectiveness of behaviour interventions and strategies are reviewed on a termly basis in Progress Meetings to ensure they are addressing the needs of all pupils.

All staff members are responsible for consistently implementing the behaviour policy. This includes applying consequences fairly and consistently, as well as modelling positive behaviour for pupils.

Compliance is also measured through feedback from staff, pupils, and parents, and through reviewing the outcomes of behaviour-related incidents, ensuring the policy is being applied equitably across the school.

Both monitoring and compliance processes are in place to ensure that the behaviour policy is effective, fair, and contributes to a positive school culture.

7. Associated Policies & References

DfE guidance: 'Use of reasonable force – Advice for headteachers, staff and governing bodies' (July 2013)

NICE (National Institute for Health and Care Excellence) guidance: 'Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges' (May 2015)

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The Percy Hedley School Safeguarding Policy 2023-24

The Percy Hedley School Anti-Bullying Policy 2023-24

PHF Policy of Restrictive Practices

8. Appendices

Appendix 1: PERMA Profile

PERMA Profile	
Pupil name	
Plan created by	
Date Created	

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	What does it mean / look like for this person now?	How could it be improved?
Positive Emotion		
Engagement		
Relationships		
Meaning		
Accomplishment		

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Respect   *Teamwork*   *Resilience*

Appendix 2: PERMA Action Plan

PERMA Action Plan	
Pupil name	
Plan created by	
Date Created	
Date last reviewed	

Consider the pupils PERMA profile and select one of the potential areas for improvement. Operationally define the goal and create a short action plan that can be used to work towards this goal.

Remember to make your operational definition:

- Observable (i.e. I can see or hear what you are describing)

- Measurable (i.e. I can count what you are describing)

Goal:		
Steps	**By whom**	**By when**
How will I know when this goal has been achieved? *(How will this be measured?)*		

Appendix 3: Behaviour Support Plan Grab-Sheet

……………………….. **Behaviour Support Plan**

Proactive Strategies *How to support the pupil to flourish and have a great day*	**Active Strategies** *How to support the pupil when they show early warning signs*	**Reactive Strategies** *How to support the pupil when they reach crisis*
	This may be caused by (setting events):	**This may be caused by (triggers):**

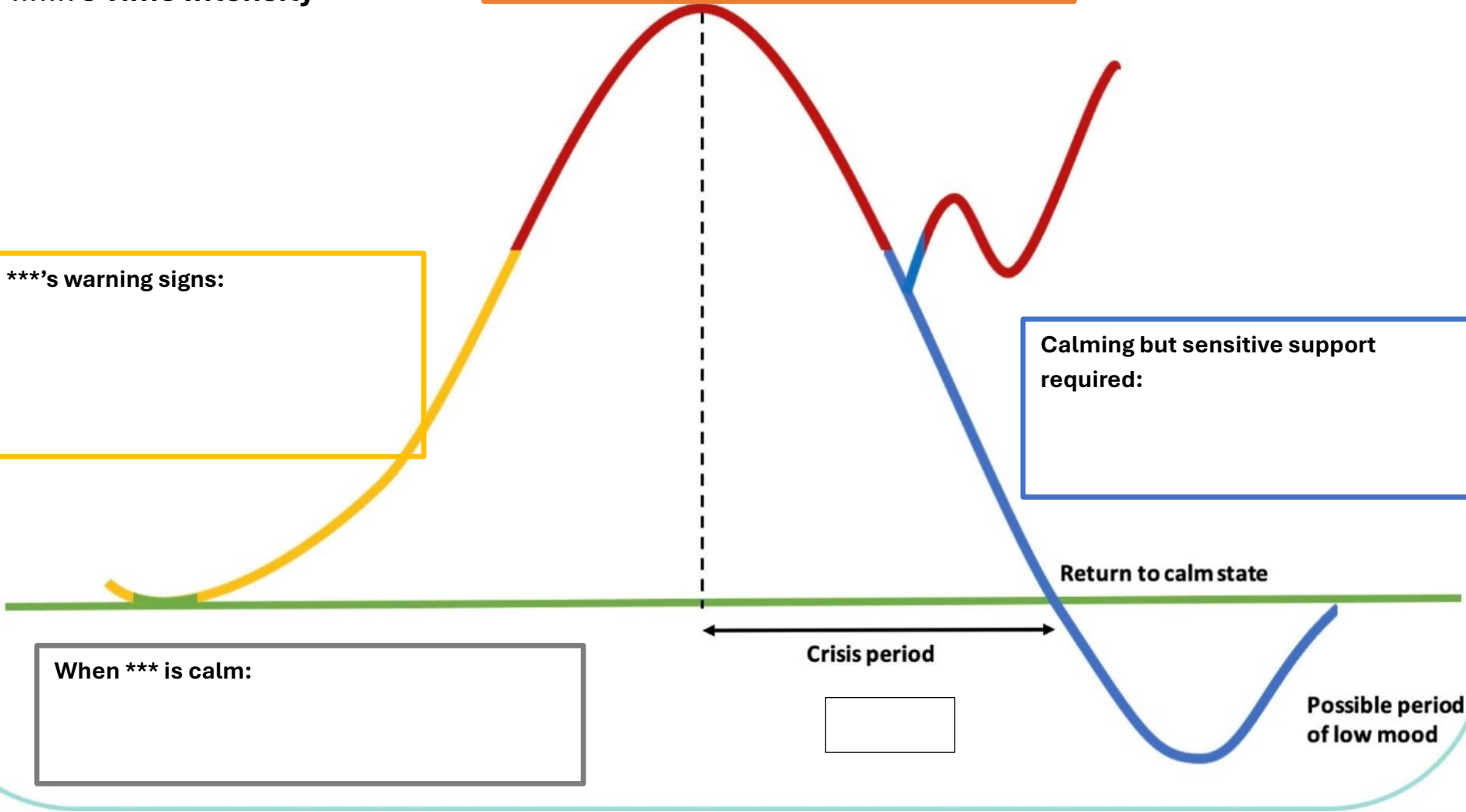| **Recovery Strategies:** *How to support the pupil post-incident* |
|---|
| |

Adapted from Kaplan & Wheeler (1983)
.......'s Time Intensity

***'s crisis:

***'s warning signs:

Calming but sensitive support required:

Return to calm state

When *** is calm:

Crisis period

Possible period of low mood

Plan created by:		Date created:		Date last reviewed:		

Appendix 4: Full Behaviour Support Plan

Full Behaviour Support Plan	
Pupil name	
Plan created by	
Date Created	
Date last reviewed	

INTRODUCTION

CHALLENGING BEHAVIOUR

Description	Frequency	Intensity

Methods used during functional assessment:		
Behaviour(s)	**Hypothesised Function(s)**	**Summary**

POSSIBLE ANTECEDENTS

Setting Events:	Triggers:
These are the things that might sensitise the person and make challenging behaviour more likely	*These are the things that are likely to immediately precede an incident of challenging behaviour*

PROACTIVE STRATEGIES

Proactive strategies are designed to give the person the best possible quality of life and to enable them to meet their needs without engaging in challenging behaviour.

1.

2.

1	
2.	

ACTIVE STRATEGIES

Active strategies should be used when we see the early warning signs that the person is beginning to become unsettled. They are designed to support the person to calm and move back to their comfortable baseline.

DESCRIPTION OF EARLY WARNING BEHAVIOURS	**STRATEGIES**

REACTIVE STRATEGIES

Reactive strategies should be used during incidents to ensure everyone's safety and to support the person to de-escalate as quickly as possible.

RECOVERY

Recovery strategies should be used to support the person to fully recover post incident and to move forward positively.

IMPLEMENTATION PLAN & ACTIONS

ACTION	BY WHOM?	BY WHEN?

Appendix 5: Skills Development Plan

Skills Development Plan	
Pupil name	
Plan created by	
Date Created	
Date last reviewed	

Remember to make your operational definition:

- Observable (i.e. I can see or hear what you are describing)

- Measurable (i.e. I can count what you are describing)

Skill being targeted: Purpose/rationale for choosing this skill?	
Steps	**Mastery Criteria**
How will I know when this goal has been achieved? *(How will this be measured?)*	

Appendix 6: Debrief Form

Incident Debrief

Date of debrief:

Time of debrief:

Name of student:

Staff members present at debrief:

Debrief completed by:

Injuries recorded on Vatix:	Yes	N/A	TBA
Staff well-being check:	Yes	N/A	TBA
Staff checked by physio and/or nurse after RPI:	Yes	N/A	TBA
Student well-being check:	Yes	N/A	TBA
Student checked by physio and/or nurse after RPI:	Yes	N/A	TBA
Parent/carer informed:	Yes	N/A	TBA

Was the intervention appropriate? Was it effective?:

Is additional NAPPI training required:

Is there anything else you did that worked well?:

Is there a current Behaviour Support Plan? Does it need updating?:

Do you require support from Wellbeing Team/ School Counsellor?:

Any further actions: