



The
Rise
Partnership
Trust
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RPT Behaviour Policy
(Including physical intervention & bullying)

September 2023

Approved	October 2023
Review date	September 2024

With Reference to 'Keeping children safe in education' – September 2023

Policy purpose:

To outline how Positive Behavioural Support is implemented in RPT schools to ensure a safe and supportive learning environment in which pupils are treated with dignity, kindness, and respect.

Policy aims:

- To ensure proactive strategies are employed to support pupil progress and reduce occurrences of behaviours that challenge
- To ensure staff understand the trust's position on the use of sanctions
- To ensure the use of physical restraint is employed lawfully, safely and as a last resort
- To ensure incidents of bullying are responded to fairly and consistently with a multi-agency approach
- To ensure trust protocols for incident reporting are adhered to by all staff

This policy should be used along RPT (or Individual schools):

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Online Safety Policy
- Exclusion Policy

Supporting pupils who engage in behaviours of concern:

Definition: The term 'behaviours of concern' covers a diverse range of behaviours that may affect the pupil, their community or environment very differently. Behaviours of concern could (or do):

- cause a barrier to learning
- cause physical risk to the pupil or others
- cause physical or emotional harm to the pupil or others
- isolate the pupil from engaging with peers and adults and forming positive relationships
- inhibit the pupil from engaging in activities within the school and the wider community

Risk factors: Some factors may increase the likelihood that a pupil may engage in behaviours of concern for a short or extended duration and should be considered in the development of individual behaviour plans. These include:

- certain SEN or disability
- experiencing bereavement
- experiencing difficulties at home (such as parental separation or parental illness)
- having limited communication skills
- taking certain medications
- having experiences or experiencing abuse or neglect

Proactive strategies: RPT recognise that a number of pro-active strategies have been shown to reduce the occurrence of challenging behaviour and should be used as best practice across the trust.

These include:

- using appropriate prompting and modelling when teaching to ensure pupils can be successful in their learning
- ensuring support staff have clear roles and direction within the classroom to

enhance pupil progress

- developing motivating and fun learning activities, taking into consideration pupils' special interests
- providing differentiated, suitably paced, and purposeful learning opportunities
- maintaining a clean, safe, and uncluttered learning environment
- supporting pupils' understanding with visual resources, symbols and Makaton signs
- ensuring children are not expected to sit for long periods of time and that physical activities and movement breaks are built into the daily timetable under recommendation from Occupational Therapists
- ensuring recommendations from Speech and Language Therapists are acted upon and are built into the class curriculum to support communication across the school day
- providing clear boundaries at a level appropriate to the learner
- pro-actively support emotional regulation through bespoke strategies and discrete teaching sessions (e.g. Thrive, Zones of Regulation, Functional Communication Training)

Positive reinforcement: Positive reinforcement is used to help our pupils learn new skills. Staff identify reinforcers to increase constructive behaviours for each pupil. Reinforcement schedules are personalised including what is used as reinforcement and when and how often it is delivered. Reinforcement is built into lessons taking our pupils' special interests into consideration.

Positive reinforcers could include positive praise, toys, enjoyable activities, special privileges, certificates, token systems and reward charts, access to electronics or additional choosing time.

For some of our pupils who have a very limited set of reinforcers edibles may be used. When using edibles staff are always looking to expand the pupils' variation of tangible and social reinforcers and endeavour to continue to expose them to many new items and activities to achieve this. The selection of edible items will be personalised for each child and healthy options will be investigated and prioritised. The use of edible reinforcement will be recorded on pupil Behaviour Plans.

Sanctions: Some behaviour support strategies are designed to reduce risk and reduce the reoccurrence of the behaviour in the future. Sanctions should be applied consistently, fairly, and only when necessary. Sanctions should only be used as part of a behaviour plan following a functional behaviour assessment by the Inclusion Team. The primary focus of the behaviour plan should be the use of proactive strategies, de-escalation strategies and reinforcement for constructive behaviour. Appropriateness of the use of a particular sanction should be considered in the context of the pupils age, gender, SEN, personal circumstances and other religious or cultural practices.

Sanctions that may be used include:

- removal of reinforcers if a particular negative behaviour is displayed
- short, supervised time out. Pupils will always be supervised closely during time out procedures and never left alone/isolated. Duration of time-out should be identified as part of a pupil's behaviour plan and should only be extended if a pupil needs longer to regain calm
- verbal reprimands, reminder of class rules/boundaries – this **does not** include shouting at pupils or behaving in a threatening manner
- a report to senior staff member or school leader

On some occasions a behaviour of concern may pose immediate risk to the pupil or those around them. To maintain safety, it may be necessary to remove a pupil to a safe area or away from the

classroom. Removal from the classroom should be intended to provide space and allow the pupil to regain calm. Classroom removal should not be employed as a sanction.

At no point will a physical reprimand be used, this is unlawful in all circumstances

At no point will a pupil be isolated, alone, in a room or space where they are unable or afraid to leave.

At no point will a pupil be denied access to curriculum activities as a sanction.

At no point will a child be denied access to sustenance (i.e. daily snack or dessert) as a sanction.

At no point should a staff member use another pupil to aid the behaviour management of another pupil

At no point will physical intervention be used as a punishment (this is unlawful).

Physical Intervention: A calm considered approach to any situation is always necessary. When circumstances justify, staff can intervene to keep pupils and the wider school community safe.

“All members of school staff have a legal power to use reasonable force.”

DfE. 'Use of reasonable force' (2013) & Section 93, Education, and Inspections Act (2006):

RPT schools are Team-Teach schools providing staff training to support staff understanding and safe use of physical intervention.

Types of incidents where the use of reasonable force may be necessary fall into the following categories:

1. Emergency Interventions, i.e. a child running on to a road or a pupil engaging in unexpected high-risk behaviour

2. Planned Interventions i.e., interventions that have been planned in response to an identified behaviour. This will be documented as part of the pupil's Behaviour Plan and will be reviewed at least half termly. The use of Physical Interventions will be discussed with parents/carers when the need for physical interventions have been identified on a pupil's behaviour plan.

All staff receive training from an accredited Team-Teach instructor on the background, theory, and rationale behind the Team-Teach approach (including Positive Behavioural Support). Further to this training there is a focus upon the use of de-escalation strategies such as.

- functional Communication Training
- redirection
- distraction
- reassurance and validation of feelings
- providing choices
- removing audience
- giving space
- changing environments

Understanding of the following safety responses is also included:

- Understanding personal space and body language
- CALM and safe protective stances
- Guides and 'Caring C' hand shapes
- Disengagement from unwelcome grips (arms/neck/head/clothing/body)
- Disengagement from bites
- Disengagement from hair grabs/pulls

All staff receive training from an accredited Team-Teach Instructor in the use of the following **restrictive** physical intervention techniques:

- Single Elbow Hold/Escorting pupils to safety (1-2 person/use of chairs)
- Double Elbow Hold/Escorting pupils to safety over short distances to safe area (1-2 person)
- Figure of Four Hold

Any Physical Interventions used will consider the pupils age, cultural background, gender, stature and medical history.

Pupils will never be put in a prone (lying) position on either their front or back.

Pupils will never be held in a seated double elbow hold due to the risks of positional asphyxia.

The use of physical intervention will never be used as a punishment (this is unlawful).

Physical intervention should not be regularly used to lift a pupil from the floor unless they are unsafe.

If physical intervention is needed in a one-off situation RPT staff will respond sensitively and professionally. **The incident will be reported on 'School Pod' by staff members who were present during the incident and the pupil's parents and carers will be informed on the same day.**

Occasionally a pupil may require physical intervention more frequently. When there is clear risk that a pupil may repeat a harmful behaviour, details of physical intervention should be included in the pupil's Behaviour Plan. Our duty to the safeguarding of our pupils is our primary concern when developing Behaviour Plans and they must always have the best interests of the pupils as the primary consideration. They must pay due consideration to the pupil's special needs and any physical intervention included should be:

- in-line with Team-Teach guidance and the law
- justified in respect of what is known about the pupil's special needs based upon multi-disciplinary assessment, alternative approaches/behaviour support which have been tried and evaluation of the potential risks involved
- chosen based on the minimum degree of force needed for the shortest possible period
- based on an individual risk assessment taking into consideration all aspects of health and safety in relation to both pupil and staff

Following discussion with the pupil's parents or carers the agreement for communicating incidents of Physical Intervention will be specified on the Behaviour Plan. **All incidents of physical intervention will be reported on 'Schoolpod' on the same day** to assess progress in the

reduction of their use. Following the use of physical intervention pupils should be assessed for signs of injury, pain, or psychological distress and these should be recorded on the incident form. Any injury sustained to the pupil as a result of physical intervention or concerns about their well-being must be reported to a member of the Senior Leadership Team immediately.

Staff are occasionally requested to train parents and carers in the use of Team-Teach. **This is not allowed.** Team-Teach instructors or members of the Senior Leadership Team, may, where appropriate, briefly model the techniques to parents, to promote transparency in the approaches that are employed to keep their child safe.

Seclusion and Isolation rooms: At RPT schools we have chosen not to provide seclusion/isolation rooms at the current time as our pupils are well provided for and positively managed through the processes identified above.

Behaviour plans, risk assessments and Incident Reporting: Incidents of behaviour of concern should be reported on Schoolpod. Staff are encouraged to be pro-active and diligent with reporting to develop a clear picture of the pupil's behaviour and allow for patterns to be identified.

Incidents that must be reported by the end of the day include:

- **Incidents resulting in injury**
- **Incidents requiring physical intervention**

When a pupil's behaviour has been identified as causing a barrier to their ability to take part effectively in school life an individual behaviour plan should be created on Schoolpod by the class team in collaboration with the Inclusion Team and the pupil's parents/carers where appropriate. Where suitable the pupil should be involved and be able to share their views on the creation of the Behaviour Plan.

The purpose of an individual Behaviour Plan is to record interventions that have been put in place to support the individual and ensure consistency of approach across the class team and their wider community. Where necessary and with parental/carer consent behaviour plans can be shared with other agencies and professionals working with the pupil.

Behaviour plans must be shared and discussed with parents or carers. This is done as standard during 'home school conversations' with parents. Additional meetings may also be arranged when required.

Following implementation of an individual behaviour plan the inclusion team review pupil progress (at least termly) through data collection on Schoolpod and monitor if interventions are successful and make changes where necessary.

Behaviour management plans will be shared with new staff when a pupil transfers between classes and when they transfer to a new school. Consistency of practice will be a focus during transitions.

Our Behaviour Plans are based upon the following criteria:

- To reduce the need for restrictive physical intervention, pro-active strategies are employed as a first port-of-call. These include development of positive reinforcement procedures, environmental manipulations, modifications to teaching strategies and elimination of social, activity-related, or biological factors leading to challenging behaviour
- To enhance quality of life through promoting access to the curriculum and meaningful social activity by reduction of the pupil's current barriers to learning and need for restrictive

physical intervention

- That individual pupil's challenging behaviours are assessed to identify the 'function' of behaviour and interventions are always selected according to the results of this assessment
- That the Behaviour plan is based upon changing conditions and approaches toward the pupil from that of control to co-operation and choice

Our Behaviour Plans clearly link policy to practice and show the individual approach that has been developed for the pupil. Our individual Behaviour Plans are seen as an integral part of the whole school process of education and care. They are written in conjunction with the pupil's Personalised Intervention Plan (PIP), EHCP and the fundamental values and ethos of all RPT schools.

All classes have a class risk assessment relating to the needs of the pupils in the class. Individual risk assessments may be created for activities such as community visits or swimming to ensure pupils are adequately supported to enjoy all aspects of the curriculum safely.

Anti-bullying and child on child abuse:

RPT believe that all children and young people should learn and play in a supportive, caring and safe environment without fear of being bullied. All adults and pupils should recognise that bullying is an anti-social behaviour which affects everyone and will not be tolerated.

Definition: Gov.uk 'Bullying at School' define bullying as "Behaviour that is repeated, intended to hurt someone either physically or emotionally, and often aimed at certain groups (e.g. race, religion, gender, sexual orientation). Bullying can take many forms and can include:

- **Physical Assault** i.e. hitting, kicking etc.
- **Verbal** i.e. name calling, teasing, making threats, racist remarks etc.
- **Indirect** i.e. excluding someone from social groups
- **Cyber** i.e. bullying, or threatening behaviour conducted over electronic devices/the internet (e.g. email, social networks, and instant messenger)

Additionally, to this child-on-child abuse can include:

- Emotional or physical abuse in intimate personal relationships between pupils
- Sexual abuse

Staff must exercise vigilance to ensure children are protected in all RPT schools. Pupils may communicate their feelings and thoughts through their behaviour. This may include signs of distress, such as change in mood, injury, and/or behaviours or concern. Pupils who are being bullied may show other changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults or refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying.

Reporting and procedures: If bullying behaviours are reported or observed; the member of staff who has that information should report it to the class teacher for follow up action and record the incident on Schoolpod. The class teacher should then investigate to determine the facts behind any arising issue.

If bullying is taking place, there are two paths to follow:

- Discuss incidents of bullying with an Inclusion Team member and identify and update the pupil's Behaviour Plan with strategies to stop bullying behaviour. If the pupil does not have a Behaviour Plan one should be created. Following this, incidents should be monitored closely for improvements.

- Where the issue is complex or has not been easily resolved the teacher should, as appropriate, seek further advice from the Senior Leader Team. Follow up actions should be devised, recorded, and aimed at addressing bullying behaviours.

If bullying behaviour is not successfully changed or prevented; and that agreed strategies do not show indications of working, then a member of Senior Leadership Team will contact families to plan alternative support plans which will place great emphasis upon parent involvement to support change. It is expected, through the behaviour support systems, that head teachers would be kept informed of bullying-related issues. Senior Leaders may employ support from outside agencies such as CAMHS and Educational Psychologists where appropriate.

Supportive Strategies: Many children attending RPT schools have very complex needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Many of the pupils at RPT schools will not recognise bullying behaviour if they experience it; equally most pupils would not recognise their own behaviour as bullying towards another individual. The role of adults in protecting children from harm in these environments is critical.

Cognitive understanding and communication impairment are strong factors in how/what the children communicate. As such, RPT schools employ, multi-agency, holistic personalised strategies to support pupils to understand the impact of their behaviour, or to reduce behaviours of concern. These strategies may include:

- Meetings with parents
- Consistent boundaries and use of planned sanctions
- Social stories, talking mats, comic strip conversations
- 1:1 check ins from a senior member of staff or a member of the Inclusion Team
- Positive reinforcement of constructive behaviours (such as speaking to a teacher before responding emotionally to a peer)
- Class rules
- PSHE and SEAL sessions
- Thrive/ELSA sessions
- Zones of Regulation

It will be the priority of staff to safeguard and support the pupil who has experienced bullying. This may involve:

- Environmental or timetable adaptations to reduce contact between the pupil and the pupil carrying out the bullying
- 1:1 check-in from a trusted or senior member of staff
- Thrive/ELSA support
- Home school communication
- Support to repair relationships if appropriate

Staff training:

RPT staff receive on going, high quality, continued professional development CPD.

Induction: The RPT induction programme includes a session on Positive Behavioural Support, the use of Schoolpod and reporting requirements, Safeguarding, Autism and the RPT Therapy Provision.

Team-Teach: All RPT staff receive a scheduled, personalised 'Initial 12hr Team-Teach training' session. Following this, 6-hour refresher sessions will be provided every two years to ensure skills

are maintained, Team-Teach techniques continue to be used correctly and new techniques are introduced where necessary. Team-Teach instructors are available on request, to meet with staff and provide additional support.

Ongoing CPD: School leaders identify needs for the relevant, ongoing, whole school CPD offer, and this is planned into the school year. This may include:

- Positive Behavioural Support
- safeguarding
- writing Behaviour Plans
- incident reporting and use of Schoolpod
- Thrive
- mental health and wellbeing
- communication (including Makaton and ELKLAN)
- emotional regulation and literacy (e.g., Zones of Regulation)
- Adverse Childhood Experiences (ACEs)
- SEAL
- growing up and puberty
- play and leisure
- Fun with Food
- smiLE Therapy

Bespoke training and in class support: Members of the school's inclusion team provide bespoke training to small groups and individuals where a specific need has been identified.

Training from outside organisations: Where appropriate training from visiting professionals and organisations may be arranged as part of a whole school or bespoke CPD offer. Training may be provided by:

- CAMHS
- Educational Psychologists
- Thrive professionals
- Board Certified Behaviour Analysts/Positive Behavioural Support Specialists

Complaints:

In the event of a legal challenge RPT/the school would be expected to provide evidence to show how the behaviour procedures promoted the avoidance of harm being caused.

Any complaint from a staff member, pupil or the pupil's parents will be speedily and appropriately investigated by a member of the Senior Leadership Team in accordance with the school's complaints policy. Confidentiality will be maintained both during and after the investigation and all parties will be dealt with in a fair and consistent manner.

For additional information on the content of this policy, the Director of Inclusion, and members of the Senior Leadership Team, will be available to discuss individual cases of behaviour support and the use of Positive Handling Techniques as required

Roles and Responsibilities

All RPT staff:

RPT are aware that environmental factors and adult behaviour can influence our pupil's behaviour. Our staff will display the following behaviour to support our pupils' behaviour and act as positive role models:

- Take responsibilities for the impact of their own behaviour on the overall positive culture of the school by working in line with RPT and individual school policies, the RPT Code of Conduct and treating all children with dignity, kindness, and respect always
- Act as a supportive colleague, ensuring safety of staff and pupils by offering help and acting within the recommendations of the Department of Education relating to the use of reasonable force
- Understand and follow procedures relating to incident reporting, Behaviour Plans, the use of sanctions and the use of physical intervention
- Follow **all** procedures and recommendations outlined in this policy consistently
- Understand the responsibilities of maintaining a safe and supportive learning environment, in-line with their job role
- Partake fully in Team-Teach training and only use approved physical interventions as outlined in this policy
- Ensure positive relationships with parents and work in partnership to ensure consistency in behavioural strategies

RPT Parents and Carers:

RPT schools want parents to feel supported to manage and address behaviours that challenge effectively in the home environment. If we have concerns about the behaviour of one of our pupils, parents will always be informed, and our behaviour intervention strategies will be explained. Where necessary additional support and training can be delivered to families by teachers, our Family Liaison Team, or Inclusion Team.

We ask parents to engage with the RPT Behaviour Policy and to communicate:

- any concerns or problems they have for us to offer appropriate support
- any health problems or medications/medication changes that may affect pupil behaviour
- any change in routine or personal circumstances that may affect pupil behaviour
- any additional external advice or support they are receiving in relation to behaviours that challenge in order to promote consistency of approach and Multi-Agency collaboration

RPT Multi-Agency Support Team:

Support for pupils displaying behaviours of concern is best supported within a Multi-Agency framework where a bespoke person-centred Behaviour Plans are created taking into considering the individual pupil and their learning and skill profile. Below

outlines the specific roles of members of the Multi-Agency Support Team in this process:

- **Inclusion Team**- run school wide training relating to Positive Behavioural Support, develop strategies within the classroom and school environment to support individual pupils based on functional behaviour assessment, help class teams to develop behaviour plans, monitor incident data and analyse progress of individual pupils and co-ordinate multi-disciplinary working
- **Team Teach Trainers** - run school wide training on positive handling and de- escalation strategies and attend class meetings on request. Ensure to remain current with training and understanding of national policies and procedures relating to the use of physical intervention
- **SaLT team** – ensure communication is prioritised within the classroom so our pupils can get their wants and needs met appropriately. Run training throughout the year to support our staff team to develop their skills in developing effective communication strategies for individual pupils
- **Occupational therapy team** - support classroom staff to build regulating activities into daily learning activities and increase awareness of strategies and activities that can help a child to attain an appropriate level of alertness, attention for learning and regulation
- **Thrive & ELSA Practitioners** – Support pupils in 1:1 sessions as well as providing support to class teams to develop approaches and strategies that will support pupils' emotional development and regulation
- **Family Support Practitioner** - run parents' meetings, training sessions and conduct home visits to support parents to manage behaviours that challenge in the home

Where necessary agencies from outside of the school will be included in decision making and planning for the reduction of problem behaviours and pupil progress

RPT School Leadership Teams (SLT):

School leaders will maintain a positive and visible presence within RPT schools and have responsibility for creating a positive culture within the school in which they work.

RPT SLT members will:

- ensure that the content of this policy is shared with new staff during their school induction and provide consistent support to staff in managing behaviours that challenge in-line with this policy
- ensure all staff receive initial and ongoing Team-Teach training
- maintain oversight of the CPD needs of the school and ensure necessary training is organised promptly
- prioritise availability to join class team meetings for de-briefing and strategy planning when pupils are displaying high risk behaviours of concern

- provide ongoing support and advice to RPT staff in the safe management of behaviours that challenge in line with this policy
- inform and discuss concerns about a pupil's behaviour with parents and promote collaboration to achieve positive outcomes
- ensure parents are kept informed with the use of planned physical intervention at the earliest convenience
- ensure incident data is regularly reviewed and effective intervention and support has been put in place

RPT Head teachers:

RPT Head teachers will take the principle role in the development of positive school culture, ensuring staff and pupils are safe in the school environment and implementation of school policies.

Head teachers are responsible for:

- ensure the Behaviour Policy regularly reviewed kept up to date and is published on the school website, available to staff and parents.
- maintaining oversight for the reporting and use of sanctions and physical intervention within the school and instances of reported Bullying or child on child abuse
- ensuring all learning environments are safe and well-maintained and that pupils are provided with a rich and varied curriculum of learning opportunities and experiences.
- providing comprehensive, anonymised data to trustees and LAB members
- ensuring compliance with the Children and Families act (2014) and the Equality Act (2010)

CEO and Trustees:

All Trustees and Governors for RPT should ensure that they have read this document and are familiar with their role in ensuring:

- policies, procedures, and training are effective, reviewed regularly and comply with the law
- inter-agency working is in line with statutory guidance – Working Together to Safeguard Children (July 2018)/the most up to date KCSIE
- ensuring schools are creating an inclusive environment and equality for the whole community
- Safeguarding arrangements are in line with the practise of the Local Authority and the Local Safeguarding Children's Board
- An effective Safeguarding and Child Protection policy and Code of Conduct is in place
- Policies and procedures are followed by all staff
- Appointment of a Designated Safeguarding Lead in each RPT School
- The Designated Safeguarding Lead liaises with the local authority and other agencies in line with Working Together to Safeguard Children (July 2018)

- Referrals to social care are made where there are risks of harm
- All staff undertake training and ensure that all training needs are met

References

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