

Greenfields School

Policy for Behaviour (including Physical Intervention)



Greenfields School strives to be an inclusive learning community which enables children to feel valued and empowered and equips them with the social, emotional and academic understanding to facilitate a positive and successful future.

Introduction

The children who attend Greenfields School exhibit a range of social, emotional and behavioural difficulties and are not able, at present, to return to mainstream education. This document has been written by the staff at Greenfields to reflect the ethos of the school and the therapeutic approach that the school undertakes.

When working with the children staff recognise the children's need for a secure and safe environment as an essential aspect for their continuous growth and learning. To ensure this structure and boundaries are of paramount importance as are the relationships that they have developed with the children.

The aim of this document is to illustrate the ethos of school when working with the children, define terminology associated with containing children in both an emotional and physical way and illustrate the planning, preparation and recording of incidents.

School Ethos

Our aim at Greenfields School is to provide a warm, caring, accepting and happy school environment, in which we show children that respect, understanding and consideration of others are vital qualities.

We aim to be tolerant of children's behaviour and flexible enough to cater for a variety of individual difficulties. However we do not accept that all modes of behaviour are reasonable. Standards are set and clearly defined and the most serious transgressions are dealt with so that every child and adult is able to feel safe and secure in our school.

1. The Aims of the School

The staff team at Greenfields School is committed to:

- Providing a structured, stable and containing environment in which children are able to thrive and engage with educational tasks.
- Maintaining an ethos founded on the values of mutual respect, honesty, fairness, consistency and trust.
- Recognising that external behaviours such as radicalisation can affect children's behaviour
- Recognising and celebrating the strengths and achievements of all children and make each individual feel like a valued member of an inclusive community.
- Involving pupils, carers and professionals in the enthusiasm for learning within the school environment and beyond.
- Help children effect change in their own behaviour and learn to maximise their opportunities with a view to successful inclusion in

current and future educational provision; whether that be mainstream or special, appropriate to their specific needs, abilities and aspirations.

- Setting challenging, but achievable academic targets for children, acknowledging and celebrating success and providing the planning and assessment needed to develop further.
- Providing the support, within a nurturing environment to help children cope with their emotional trauma and discover and/or repair their self esteem and enjoy positive and successful relationships and experiences.
- Encouraging children to take responsibility for their own behaviour and teach them to recognise inappropriate behaviour and use learned strategies to change it for the better.
- Encouraging children to recognise, acknowledge and celebrate the achievements of others and maintain a mutually respectful supportive ethos.

2. Code of Behaviour

There are **five** school rules at Greenfields School:

- ❖ Be kind and respect others
- ❖ Be safe
- ❖ Do not hurt people or their feelings
- ❖ Respect and look after the property of other people and our school
- ❖ Always try your best

These rules constitute our code of behaviour. The rules are displayed prominently in all classrooms and public places in the school and they are referred to frequently in order to maintain and promote the ethos and boundaries.

The rules are designed to be simple to understand, as few as possible and reflect our core values and the ethos of the school and the community.

3. A Whole School Approach to Learning

Greenfields School is committed to providing an exciting and vibrant environment for learning so that children are positively stimulated and enthused by their surroundings. We strive to create and maintain a structured framework and daily and weekly timetable in which the children feel safe and contained and able to engage with the challenges and variety of an educational curriculum designed and differentiated to meet their specific and individual needs.

We believe that behaviour can be managed and addressed through a challenging curriculum designed to meet both educational and social and emotional needs and develop skills, confidence and self-esteem. This approach acknowledges the value of therapeutic interventions to address deep rooted and underlying emotional and psychological factors which inhibit learning and the ability of individuals to engage with the educational task or challenge.

A key strategy to promote an enthusiasm for learning and an ability to get on with peers and engage with educational tasks is the therapeutic work undertaken on a daily basis which ensures that the difficulties, concerns and anxieties of each child, which may be a barrier to their learning, are understood and held in mind. This therapeutic work is underpinned by the Clinical Educational Support Assistant who liaises with the residential team on a daily basis to ensure that the children are contained by the knowledge that the adults have them in mind.

In addition opportunities for Circle Time provide an opportunity to develop communication skills between pupils, and with adults, and explore and discuss a range of issues inspired by and of interest to the children.

4. Rewards, Praise and Celebration

The staff team recognise that it is very important to reinforce positive behaviour and utilise opportunities to give praise whenever and wherever possible.

This can be characterised by the phrase '*catch'em being good*' and this approach is designed to have strong motivational effect on learning, build self-esteem and nurture an emerging self worth.

To this end, we believe that it is very important to have a range of methods, both informal and formal by which we can praise good behaviour and achievements and celebrate success and progress.

The staff team are always aware that working hard to establish, nurture and sustain positive and supportive relationships with the children underpins the educational and therapeutic tasks undertaken within a community and school like Greenfields.

Due to the nature of their experiences in early life, many of the children find it hard to trust adults and, consequently, resist compliance with what might be seen as routine and reasonable requests. It is our primary task to build positive relationships between adults and children, based on trust, so that the young people know that they are cared for and about.

Some children will not understand the concept of unconditional kindness and generosity and will have to learn that praise and rewards are not, and should not be, given with sinister motives in mind. It is, therefore, important for staff to demonstrate the values of respect and consideration and to reward random acts of kindness and good behaviour by the children with praise and rewards which model generosity and consistency and support the community's commitment to fair play and respect. To this end, staff will give out small prizes or sticker, as and when they are earned, along with lots of praise and public recognition so that the pupils learn that praise and kindness are given as a form of open celebration and not for coercive or manipulative reasons.

5. The Reward System

The school reward system addresses aspects of learning and/or behaviour within the environments and the ethos of the school:

Pupils earn 5 green 'Dojo' points for any positive behaviour observed by an adult in school or 5 red 'Dojo' points for any behaviour that 'needs work'. At the end of each week the proportion of green against red Dojos is calculated and children are rewarded with a certificate and a prize when they achieve above 90% 'positive' Dojos, which is awarded to the children in our weekly assembly.

Children in lower school can also earn 'Pride in Presentation' certificates, which are also given out in assembly, for which they can choose a piece of stationery as a prize. There are also 'Wow!' award certificates, which can be awarded at any point during the school day (which replaced the 'Head-teacher's certificate' in school).

At upper school pupils can earn a celebration certificate and prize for a particularly good piece of work. These are awarded during weekly assemblies. Children also receive an additional 5 Dojos for each certificate and there is no limit to how many they can each earn.

Pupils have up to 30 minutes Golden Time at the end of every week. Minutes will be taken away for negative behaviours and work not completed. Throughout the week pupils can earn lost minutes back for exceptionally good behaviour and completing work previously set, however, pupils with lost minutes will be unable to regain the sum total.

6. Behaviour and Learning Support

At Greenfields School the staff recognise that some children have specific problems with accessing areas of the curriculum and their problems can manifest themselves as uncooperative, disruptive behaviour and avoidance. This can lead to recurrent behaviour, sometimes day after day or week after week, during particular lessons, activities or part of the day, leading to patterns of habitual, negative and undesirable behaviour.

When such patterns are identified, through staff observation in the classroom, or through analysis of Physical Intervention Forms, over a period of time, our aim is to use staff and room resources to deal with these problems proactively.

The rationale of the Behaviour and Learning Support Strategy in school is to accurately target specific areas of need and provide the most appropriate type of support to meet that need. The emphasis and most preferred option is inclusion within the class group. However, we recognise that this is not always possible or in the best interest of the child or class group. When a child is withdrawn from class and taught elsewhere our objective is always to work towards re-integration in to the class as soon as possible.

7. Behaviour Management Plans

Individual programmes of behaviour and learning support for every pupil will be planned, monitored and outcomes addressed, through Individual Behaviour Management Plans, which are reviewed termly or more frequently if required.

8. Hierarchy of Strategies and Sanctions

- 1 For initial non-compliance or inappropriate but non-threatening behaviour
 - Verbal warning – reminder of school rules
 - Clear instructions to comply
 - Explanation of consequences of continued non-compliance
 - Dojo points

- 2 For continued non-compliance and verbally abusive behaviour
 - Minutes off playtime or free choice at the end of lesson/morning/afternoon
 - A verbal apology will be expected from the child
 - Time out of class to reset – conversation/time with school CESA
 - Dojo points

- 3 For disruptive behaviour in class
 - To sit in a quiet area of the class (if applicable) for a set period of time
 - Time out sitting on the sofa in the reception area for a set period of time
 - Conversation/time with school CESA
 - Minutes off playtime
 - Dojo points

- 4 Attempting to leave the classroom without permission
 - Initial verbal warning – reminder of school rules
 - If no response to verbal warning, escorted to quiet space until calm/compliant (decided by staff)
 - Dojo points

- Conversation /time with school CESA
- 5 Absconding from class or playground, but staying on school premises
- Loss of playtime or part of playtime for that day (to complete missed work or as a result of absconding from the playground)
 - Complete missed or unfinished work
 - Dojo points
 - Conversation/time with school CESA
 - Option to call for support from TCWs
- 6 Repeated/frequent unsafe behaviour (Leaving the premises, climbing on school roof, dangerous behaviour in a car etc.)
- Withdrawn from class
 - Meeting with team leader and/or keyworker
 - Reparation/resolution work undertaken away from the class group in a discrete area of the class or out of class. Supervised and counselled by a member of staff
 - A reflection/resolution interview with the Head-teacher/assistant head-teachers/CESAs. To include carer and/or senior manager from Greenfields House. To take place as soon as possible after the incident.

Review undertaken of child's individual risk assessment and consideration of a behaviour contract

- 7 Threatening, physically abusive or violent behaviour towards peers or staff
- Withdrawn from class and returned home if necessary
 - Liaison with team leader and/or keyworker and CESA
 - Option to use physical interventions (see point 9. below)

- Recorded reparation/resolution work undertaken out of class. Supervised and counselled by a member of staff
- A reflection/resolution interview with the Head-teacher. To include carer/parent and/or senior manager from Greenfields House. To take place as soon as possible after the incident.
- Behaviour Contract to be undertaken & shared with school and residential staff

9. Physical Intervention

Physical interventions are recorded using the Physical Intervention Record. These are monitored by the head teacher and staff on a weekly basis in an Incident Review meeting and reported on to Greenfields Senior Management Team & the Community Director so that strategies and systems can be reviewed to ensure effectiveness and any patterns of behaviour by individual pupils or within the group can be identified, considered and addressed.

Definitions:

Guiding: The removal of a child for protection for themselves or others. Their level of compliance will determine how much or little force is necessary for this action. The Law states that the force used must be *'reasonable and absolutely necessary'*. The physical intervention technique must be the minimum force required to safely contain the situation.

Physical Holding: If the emotional containment of a child has not been successful and the child is still exhibiting behaviour that is escalating then physical holding may be the next step. This action may range from a gentle touch to the arm to placing a child back into their chair or from stopping them from hurting themselves or others. The physical techniques appropriate to the level of crisis will be taught in Safety Intervention training sessions. It is a positive action but does not involve the complete disempowerment of the child.

Restrictive Physical Intervention: This is the physical application of force necessary to restrict/limit the range of motion of a child for their safety or that of another. This kind of intervention may be justified in the event of dangerous destruction to property which may

result in injury to the child or others. All actions must be recorded and therefore justifiable in the eyes of the law.

Physical interventions must be:

- 1 Justified
- 2 Reasonable
- 3 Proportionate
- 4 least restrictive
- 5 for the least amount of time possible

Authorised staff: This term will be used for all classroom staff employed by the school. All staff are required to undertake a theoretical and personal safety induction as they enter employment. All staff are then required to undertake the Safety Intervention training course at the earliest available opportunity. Only then are they lawfully authorised to be involved in a physical intervention. However, as employees of the school, staff have a legal *duty of care* to ensure that decisions are taken to keep children safe from harm. To not respond to an incident at all is an act of accountable negligence.

We believe that to ensure the safety and security of the children who attend Greenfields School it is important for all staff to be trained and authorised to hold or restrain children if the need arises.

Planning and preparation for incidents:

It is important to recognise that there will be numerous occasions in school, on a daily basis when appropriate physical contact will be sought by children or offered by staff to meet the children's needs or demonstrate a necessary element of behavioural management. This may take the form of something as small as a supportive look or a consoling arm around the shoulder. It may be to reinforce a particularly positive piece of behaviour or to prevent the escalation of an incident. It is therefore vital that incidents are planned for as children and staff have the right to be '*free from fear and safe from harm*' within the school environment.

At Greenfields School there are a number of strategies employed to prepare for such incidents:

- During their induction, new staff are given guidelines and school policy documents on this issue.
- When a child is admitted into school, their documentation is requested which can assist in identifying triggers in their behaviour from past experiences and allow staff to plan accordingly.
- New children admitted into school complete an induction period of up to six weeks. This is structured on a basis of individual teaching and assessment. This period of time also enables the child to begin to build the foundations of a secure attachment to one member of staff and therefore sets up a model for the child's behaviour and emotional needs. We aim to meet these needs with the aid of the Behaviour Management Plans.
- Children are encouraged to review their own behavioural needs with the class teachers and therefore create their own personal targets, thus involving them in the process of behavioural modification.
- All children have a Behaviour Management Plan (BMP) which is reviewed termly. The BMP identifies current behavioural issues, progress and strengths and appropriate strategies and programmes to facilitate progress.
- As well as an individual behaviour management plan and individual risk assessment, all areas and environments of the school are risk assessed. External environments to which we may take the children are also systematically risk assessed before each visit.
- Restrictive physical intervention is a strategy of last resort and employed only in the following circumstances:
 - 1 When a child's behaviour, explicitly expressed intentions and/or physical actions put other children or staff at risk or in danger.
 - 2 When a child's behaviour, explicitly expressed intentions and/or physical actions put themselves at risk or in danger.

All of the above documentation should be fully understood by all staff in school and are shared with the carers for our children. They are also available upon request to external agencies concerned with the child's education.

Greenfields School provides training in techniques which, ideally, hold children on chairs. If a child takes his/herself to the ground they will be held upright in a seated position.

All prone restraints carry serious health risk to children and require specialist training. Therefore they will not be used at Greenfields without planning and training for in exceptional circumstances in consultation with all adults responsible for that child. We do not currently authorise the use of prone restraints and no one is trained in the use of them.

Greenfields School uses Safety Intervention training, which is offered by CPI who are part of the Restraint Reduction Network. Greenfields School are committed to reducing the use of physical interventions and staff will only use physical interventions as a last resort.

Recording and Reporting

By Law, every incident of physical intervention must be recorded in order to protect the children and the staff who take responsibility for them. At Greenfields School we use Restrictive Physical Intervention Forms and Serious Incident Forms in which to record our incidents.

1. **Restrictive Physical Intervention** forms are used to record the more serious incidents which involve the physical overpowering of a child in order to keep them and others safe.
2. **Serious Incident Form** records information of a confidential nature or events which raise concern for that child. This may sometimes be used in conjunction with issues raised from a physical intervention.

All these formats can be found on the school Z-drive and must be completed in time for the weekly incident review of the week following the incident. They require detailed information individual to their functions but must all be accurate and concise due to the long-term legal implication of these documents.

Reflection and Reparation

At Greenfields School we recognise the importance of learning from the crisis situation and encourage the children to use these

experiences to build up relationships and move forward in their emotional development. Therefore when the child is ready to address the incident in a positive manner, the staff member involved will spend time with that child to develop strategies to seek alternative ways of communicating their feelings. This is a vital time for staff and child to repair relationships after a difficult time for both particularly as these stronger bonds will enable the child to develop self belief and control for their futures.

As a behaviour management strategy this time can also be used to build in tools to help the child cope with distress. These are then incorporated into their personalised behaviour management plan. The reports outline the care given at the close of a physical intervention and verbal information will be shared with involved members of school staff and the children's carers.

1. The carers will also receive copies of the incident forms.
2. As will social workers.
3. Copies will also be kept in the child's individual file.
4. All reports are read by the Headteacher and the Director of Greenfields House.

Staff involved in an incident are debriefed and given support. This time may be as informal or formal as they feel it needs to be. Incidents are also discussed at staff meetings. The Head teacher will find the time as soon as possible and the external services of the Child's psychotherapist and the school's Educational Psychologist may be used in extremely distressing circumstances.

The staff at Greenfields are committed to reduce incidences of Physical Intervention and encourage the children to find other ways of expressing their feelings and anxieties. They work in collaboration with children to improve behaviour targets. But all staff and children in Greenfields have the right to feel safe in their environment and staff will take action when the right to safety for all has been transgressed.