



Behaviour Support and Restrictive Intervention Policy

Ratifying Committee: Finance and Personnel Committee

Date: September 2015

Review Annually

This Policy has been approved by the Full Governing Body.

Date: October 2015

Next Review Date: September 2018

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BEHAVIOUR SUPPORT POLICY

1. RATIONALE

The majority of children at the Haughton have moderate and complex learning needs; there is an additional provision for a small group of children who have social, emotional and mental health difficulties. It is understood that behaviour is part of an expression of their communication and feelings.

All children at the Haughton are treated with dignity and respect at all times

The children are at the heart of everything we do.

All work is aimed to nurture positive relationships and responses to enable children to build on their strengths and to positively participate within their life.

The behaviour policy is set within the context of the school's mission statement, school's aims and personal and social development policy.

The development of positive behaviour is part of the work for all children and is supported by collaborative work with their family and other professionals.

All staff work within the legal framework and understand their duty of care.

1.1 We aim to:

- Ensure high expectations of children's behaviour.
- Support children to develop skills to manage their own behaviour.
- Ensure staff understand and support children in a non-confrontational, calm proactive and supportive manner.
- Involve and work collaboratively with children, parents, colleagues and inter-disciplinary professionals.
- Ensure that behaviour is managed in a planned co-ordinated manner.

Rights and Responsibilities

These are for all members of the school community.

We have the right: -

- to be treated with fairness, consideration and respect
- for everyone and their belongings to be safe at all times
- to work in a safe, clean and friendly environment
- to work and learn to the best of our ability without distraction or disruption

Our responsibilities are: -

- to treat everyone with fairness and respect
- to ensure the safety of ourselves, others and belongings
- to provide and maintain a safe, clean and friendly school environment
- to work to the best of our ability without distracting or disturbing anyone else
- All staff have Duty of Care in respect of the children they are responsible for.

Classroom Management Strategies

All staff are individuals and as such will have different strategies for ensuring a positive learning environment within the classroom. However MAPA™ principles and processes apply throughout the school. All staff are trained in these principles and techniques and the school has three licensed MAPA™ trainers, one of whom is the coordinator of the ATC. Rights, responsibilities, routines and rules should be taught/discussed at the start of the year and regularly re-inforced. They should include routines for coming in/leaving class, how to gain adult attention, equipment etc. There should be clear expectations. Rules should be:

discussed
few
simple
enforced
fair
visible

When dealing with inappropriate behaviour all staff are trained to use The MAPA™ principles as described by the RESPONSE© model. See below

Relax and Neutralise
Explain and ask
State what you want
Prompt and gesture
Option to act
Nurture recovery
Support
Engage and learn

This model ensures a consistency of approach whilst allowing staff to respond to the individual needs of each pupil.

The key to good behaviour management is the reinforcement of positive behaviours

2. NATIONAL AND LOCAL GUIDANCE

Haughton School works within current legislation and advice from:

- Education and Inspection Act 2006
- DfE's 'Use of reasonable force Guidance' – July 2013
- DfE's 'Screening, Searching and Confiscation' – February 2014

This advice is fully integrated throughout this policy and all staff will ensure that they work within the policy.

Importantly the school works in partnership with the LA and Safeguarding to ensure that children are kept safe and their well being is at the core of our work

3. MANAGING PUPIL BEHAVIOUR POSITIVELY

3.1 For all children positive behaviour is encouraged and supported by:

- High quality teaching and learning well matched to individuals
- An exciting and engaging curriculum based on personalised learning
- High quality role models of staff with a consistent approach by all

- An understanding of the impact of additional educational needs on children's learning underpinned by a comprehensive staff training programme.
- A recognition of the strengths of children which are rewarded following a whole school approach
- A total communication approach
- High quality facilities and resources
- High staff: pupil ratios based on individual needs
- Work in partnership with parents and other professionals
- In-depth knowledge of every child's strengths and level of development
- - Advice and time from the leadership team

3.2 Examples of positive strategies for managing behaviour:

- Reward appropriate behaviour following strategies such as praise, confirmation, reward charts, stickers.
- Identify and model appropriate behaviour
- Personalising the timetable
- Clear visual strategies including schedules, timers etc
- Change of environment and activity e.g. use of sensory rooms, playgrounds, field, halls
- Divert, distract or change adults to diffuse
- Acknowledging children's need for personal space
- Clear, simple language used with time to process and respond.
- One person clearly taking the lead in supporting a child

4. ENVIRONMENTAL RESOURCES

The school has a range of resources to support and engage children in positive learning opportunities. These include; a multi-sensory room, soft play, extensive outdoor play resources/equipment, music and technology facilities.

All resources must be used in accordance with the 2002 guidance with particular reference to guidance on time out and seclusion. The following are specifically highlighted:

- Within the school classroom doors for younger children have high/ double handles and rooms not suitable for open access to children (food technology room, teacher's work room, offices, staffroom, exit doors) have fob entry pads. This is to prevent risk of harm and to maintain the school's duty of care. Children are supervised at all times.
- There are two designated calming rooms to support positive behaviour. The rooms are designed to allow children who are in a heightened state and experiencing challenging behaviour to access an environment with reduced multi-sensory input. The rooms are kept clear of resources and have padded walls. When in use the rooms are supervised at all times. All use must follow the DfE guidelines-July 2013. Teacher MUST ensure that they are clear on the guidance of the law for time-out and seclusion.

5. BULLYING & HARASSMENT

Haughton School does not tolerate bullying and all incidents are treated seriously. Due to the nature of children's needs/level of supervision bullying has not been an issue in school. Staff will always remain vigilant and report immediately to a member of the leadership team any bullying concerns.

Prevention

The school will raise the awareness of bullying through curriculum activities (PSE and other lessons); through giving children an opportunity to talk about bullying and through School Council anti-bullying campaigns.

The school will aim to prevent bullying through good supervision within the school at all times

Procedures for Dealing with Bullying

Staff will investigate all reported incidents of bullying.

Children will be encouraged to report any incidents of bullying.

If a child is found to have been bullying he/she will be dealt with seriously using sanctions/interventions found within the behaviour management policy. Where appropriate parents/external agencies will be involved.

A person found to be bullying will have support to help prevent them bullying again.

A person found to be bullied will have advice/support on strategies to help prevention of bullying or what to do if it happens again. If appropriate, parents will be informed.

Lessons will be used to teach child's assertive strategies for dealing with bullying.

At all times strategies are in place to: -

- prevent the opportunities for bullying,
- assist people who have been bullied to stop,
- empower victims.

Procedures for Dealing with Racial and Sexual Harassment

Racial and Sexual harassment will not be tolerated in school.

Appropriate staff will investigate any cases of racial or sexual harassment.

All members of the school community will be encouraged to report any incidents of harassment.

All incidents will be recorded and reported and the child's parents informed. Governors will also be notified.

Anyone who has been found to be harassing others will be dealt with seriously using appropriate sanctions found within the behaviour management policy and parents will be informed. They will also be supported to prevent them from being involved in a similar incident again.

The school will support the victim of harassment.

The LA will be informed annually of the pattern and frequency of any incidents.

The school believes in equality of opportunity for all members of the school community and therefore we will do our utmost to minimise incidents of harassment for any reason.

6. SANCTIONS

Our philosophy is built on positive ways of developing behaviour. Any behaviour strategies need to be understood by the child and consequences need to be meaningful.

Sanctions available are: -

- A look/non verbal signal
- Pupil spoken to
- Positive correction approaches (ie making clear to the pupil what they should be doing)
- Moving a pupil
- Pupil spoken to at the end of a lesson
- Removal with support assistant
- Removal to another colleague
- Removal to a senior member of staff
- Break/lunch time detention
- Detention after school (with parental consent)
- Loss of privileges
- Report
- Letter home
- Parents/carers invited into school
- Fixed term exclusion
- Permanent exclusion

At Houghton School we do not use the removal of drinks or food as a consequence for behaviour difficulties. The removal of any normal routine activities within school must be agreed with the Leadership team and parents; this will only be considered if understood by the child.

Each class has an appropriate reward system, based on the collection of stickers, stars or tokens in exchange for prizes. Once these have been earned they cannot be taken away, the removal of previously earned rewards is not considered an acceptable response to behaviour difficulties.

7. SUPPORTING CHILDREN WITH CHALLENGING BEHAVIOUR

7.1 Definition of Challenging Behaviour

“behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which will seriously limit or deny access to the use of ordinary facilities” (Emmerson et al 1987).

7.2 Processes

Children who regularly present with challenging behaviour will be supported by:

- the range of support and strategies detailed above
- a comprehensive assessment analysing the functions of the behaviour
- assessment of why the behaviour is challenging
- liaison with parents and professionals
- an agreed Individual Behaviour Plan (IBP) shared and disseminated with all key people and child (if appropriate)

- ongoing monitoring and review of the impact of the plan
- a behaviour risk assessment if needed

7.3 Individual Behaviour Plan

A child who regularly presents challenging behaviour will have an IBP (refer to Appendix 1). The process will involve:

- A functional analysis of the behaviour
- Involvement of all relevant professionals in the assessment and identification of strategies
- Seeking the views of the child where appropriate
- Parental knowledge, views and agreement.
- Ensuring all parties agree the plan is within the DfES guidelines
- sharing and agreeing the plan with a member of the leadership team
- Reviewed on ongoing basis and formally in line with school annual review

The plan will detail known information including:

- a precise description of the challenging behaviour
- possible reasons for the behaviour (why it occurs and known triggers)
- detailed staged approach to how the behaviour will be dealt with
- any emergency actions to be taken (use of MAPA intervention and calming room would be included here)
- Incident forms will be completed on the Sleuth system and monitored. Detailed procedures are to be followed

8. IF A CHILD GOES MISSING DURING THE SCHOOL DAY

- If a child runs out of a class, they will be shadowed by a member of the class team to establish where he or she has gone.
- Teachers / member of staff in context will immediately alert a member of the leadership team if the child has left the school premises or if they cannot be found within school after a thorough search.
- The appropriate response will be made using the knowledge of the individual with consideration that a child may try to run further away if they are approached (see Absconding Policy)
- If a child has left the school premises parents will be contacted and the police will be informed that a child has left school and is at risk. (refer to Absconding Policy in Appendix 3)

9. SEARCHING AND CONFISCATION (DFE Screening, searching and confiscation 2011)

9.1 Key points from legislation

- School staff can search a child for any item banned under the school rules, if the child agrees.
- Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they suspect the child has certain prohibited items.
- School staff can take any prohibited items found as a result of a search or which they consider harmful or detrimental to school discipline.

9.2 Interpretation for Haughton

As always safeguarding and partnership with parents will be the emphasis on our work. At Haughton these powers will be likely to be used in that context – e.g. if a child has brought items into school which may be dangerous to themselves or others.

10. POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

10.1 Key points from legislation (DFE Behaviour and Discipline in Schools (2011))

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

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school.

10.2 Interpretation for Haughton

All children are supervised in any school-related activity, including home to school transport, (by transport staff) at all times. Staff supervising school trips etc. will follow guidance appropriate to child plans and risk assessments. Haughton works in close partnership with Transport and/or parents to support the management of children's behaviour. Importantly we wish to make what can be a challenging experience for some children as positive as possible. Referrals are made to other services where necessary to further support this area.

11. PHYSICAL INTERVENTION

11.1 OBJECTIVES

The primary objective of this policy is to keep all members of the school community safe. As such, it is important that members of staff, governors, parents and some children understand the circumstances under which restrictive physical intervention may be used. It is also important that members of staff understand what form restrictive physical intervention can reasonably take.

Restrictive physical intervention is the deliberate use of force by a member of staff to restrict a child's movement against his or her will.

There are times when children's behaviour presents particular challenges that may require restrictive physical intervention. This policy sets out our expectations for the use of such intervention.

11.2 RATIONALE

Restrictive physical intervention should be avoided wherever possible. Techniques other than restrictive physical intervention should be used when managing incidents wherever practical. Staff must always be mindful of their own safety – they must not attempt restrictive physical intervention if they do not believe they can do so safely. Force must not under any circumstances be used as a punishment or in order to humiliate a child. Everyone has a right to use reasonable force to prevent an attack on themselves or others.

11.3 NON RESTRICTIVE PHYSICAL INTERVENTIONS

It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- giving physical guidance to children (for example in practical activities)
- providing emotional support when a child is distressed
- providing physical care (such as first aid or toileting).

Non-restrictive will include physical bodily contact in activities such as physiotherapy, PE & personal care. All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a child and the use of force to restrict movement or to disengage from children whose behaviour presents a clear risk of injury

Most of our children will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routine will include a range of physical prompts-

- Holding a child's hand
- Guiding a child by linking arms or placing a hand on their shoulder.
- Guiding a child's hand to demonstrate as part of teaching process.

In addition to this if a child is distressed, it may be appropriate to place an arm around their shoulder to comfort them.

Equipment such as splints, wheelchairs, standing frames wheelchairs and buggies may be required for therapeutic use- any use in relation to behaviour is not appropriate as a means of restrictive physical intervention. Any use should therefore be considered in relation to guidance below.

11.4 RESTRICTIVE PHYSICAL INTERVENTION

The guidance recognises that special schools cater for children with severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the serious disruption of a learning environment. The Education and Inspections Act 2006 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the head teacher to control or restrain children.

i) Definition

We define restrictive physical intervention as follows:

Restrictive physical intervention is the deliberate use of force by a member of staff to restrict a child's movement against his or her will.

There are times when children's behaviour presents particular challenges that may require restrictive physical intervention as outlined above. This policy sets out our expectations for the use of such intervention.

ii) The Law

It is only likely to be legally defensible when it is required to prevent:

- committing an offence or engaging in conduct that could be an offence
- causing injury to themselves
- causing injury to others [children or staff] □ damaging property
- prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

- Teachers and other authorised school staff are reminded that use of physical force must be 'Reasonable in the circumstances' and comply with guidance mentioned below; which means using no more force than is needed. 'Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.' DfE's 'Use of reasonable force Guidance' – July 2013.

All staff have a duty of care and may use restrictive physical intervention within the law using.

Advice and support materials to schools about each of the areas above, and is based on more detailed guidance such as:

- Department for Education and Skills/Department of Health (2002) Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders LEA 0242/2002
- Department for Education and Skills (2003) Guidance on the Use of Restrictive Physical Interventions for Children with Severe Behavioural Difficulties LEA 0264/2003
- Department for Children, Schools and Families (2007) The Use of Force to Control or Restrain children which refers to Section 93 of the Education and Inspections Act 2006
- Department for Children, Schools and Families (2010) The Use of Force to Control or restrain children. Guidance for schools in England
- Department for Education (2013) Use of Reasonable Force.

This policy is also consistent with our Safeguarding and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children.

iii) Principles for the use of restrictive physical intervention

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. We aim to do all we can in order to avoid using restrictive physical intervention. We would only use restrictive physical intervention where we judge that there

is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk.

Physical Management of Children

When the need to manage potentially aggressive behaviour arises staff follow the least restrictive HOLDING techniques developed by Positive Options and outlined below

Hierarchy of response

- Holding skills should be appropriate and proportionate to the child's behaviour. Staff should be guided by the behaviour of the person being held to identify the level of restriction required.

Organise and plan intervention –

- This relates to the behaviour plan. Any physical intervention should have already been planned for.

Listen to the person

- Remember all behaviour is communication. Children in crisis will use actions to express their feelings. It is important that these are not automatically interpreted as deliberate acts of violence or aggression.

De-escalate at every opportunity

- Let go to calm not Calm to let go

Involve the person

- Ensure the pupil has been involved in the development of the IBP

Never use as a punishment

Glass-like transparency

- Ensure that policies, guidelines, post incident support, analysis, record keeping and complaints procedure are followed.

iv) Duty of care

We all have a duty of care towards the children in our setting. This duty of care applies as much to what we don't do as what we do. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" along with a distraction to what may be happening next. However, if we judge that it is necessary, we may use restrictive physical intervention.

v) Reasonable force

When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

Reasonable force may include:

- leading a child by the hand or arm
- gentle pressure on the centre of the child's back to steer away from harm / harming
- holding the child still

In addition:

- it must be in proportion to the circumstances and constitute the minimum necessary to achieve the desired result
- it must take account of the age, size, gender and understanding of the child

It is good practice to inform children simply what is about to happen and one person to continue to talk to the child during the incident in a calm and measured manner if it does not escalate the situation.

Restrictive physical intervention should not generally be used to prevent a child from leaving a room or the school premises, unless it is likely that the child is placing him/herself or other people at risk by doing so. It may, however, be appropriate to stand between children or to block a child's path but only in the circumstances listed above.

Our duty of care means that we might use a restrictive physical intervention if we judge that a child would be putting themselves in an unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive physical intervention when we have control or charge of children off site (e.g. on trips).

We never use restrictive physical intervention out of anger or as a punishment.

vi) Use of restrictive physical interventions in unforeseen and emergency situations

As a school we acknowledge that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- before using force – staff attempt to use diversion or diffusion to manage the situation
- when using force – staff must use techniques and methods with which they are familiar, confident and are permitted by the school
- in exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with Section 550A of the Education Act 1996.

vii) Planned interventions-Positive Handling Plans/IBPs (Refer to Appendices 1 &2)

Any planned strategies will be recorded in a child's individual Positive Handling Plan and/or their IBP. The plan will be in the context of DfES Use of reasonable force guidance for school leaders, staff and governing bodies –April 2011

The process will involve:

- A formal risk assessment (if appropriate) and plan will be completed and agreed with parents) in the context of the above guidance and Positive Options MAPA® trainers.
- The plan will be part of the child's IBP.

The positive handling plan will be attached to the IBP and kept in the class essential information file. A copy of the positive handling plan will also be kept in the child's personal file.

The positive handling plan must be agreed with the head, parents, and MAPA ATC coordinator.

The positive handling plan must be updated as necessary but always at the end of the academic year and will be reviewed within the Annual Review and EHCP meetings.

Every Physical Restrictive Intervention will be recorded on Sleuth and will follow the DfE 'Use of reasonable force guidance for school leaders, staff and governing bodies' guidance –July 2013.

11.5 ACTION FOLLOWING AN INCIDENT

i) Post Incident Support

Line Managers must check that any one involved is physically and emotionally fine.

Staff should be offered opportunity to take a break if upset by the incident.

Line Manager should offer the opportunity to talk through the incident further and request support from a member of the Leadership team if necessary, Staff have access to LA counselling Service.

ii) Recording incidents

Staff should seek the advice and support of senior colleagues if needed. All incidents must be recorded on Sleuth on the day they occur. Any serious incident should be recorded on Sleuth and noted on the class teacher's pupil file. This will include:-

- Total non co-operation with a member of staff –
 - Verbally abusive behaviour towards staff or other students.
 - Physical aggression towards others
 - Destructive behaviour towards property and equipment
- Any incident of violence towards staff or children which may or may not have caused injury should also be recorded on a T&W Violent incident form
- **Abusive/violent behaviour to children/staff**
 - **Pupil endangering self**
 - **Threatening behaviour to children/staff – (this may not necessarily result in physical restraint i.e. if a pupil hurts another pupil but then is compliant.)**

iii) Involvement of parents

The Head teacher (or appointed representative) will contact parents as soon as possible after any incident.

iv) Complaint about Staff using force

a) Key points from legislation (DFE. Use of Reasonable Force):

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a member of staff, the school should ensure that the member of staff has access to a named contact who can provide support.
- Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against the member of staff.
- As employees, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

b) Interpretation at Haughton

Haughton School has extensive staff training and support systems in place as detailed in this policy document. In the unlikely event of a complaint we will work in partnership with parents, LA and Safeguarding as is our policy, whilst offering appropriate support to staff.

11.6 MONITORING, EVALUATION AND REVIEW

Restrictive physical intervention incidents will be reviewed termly by the Headteacher and with the guidance of the MAPA ATC coordinator.

11.7 STAFF TRAINING

Staff in school are trained in Positive Options MAPA®. The School has one trainer- an approach approved by BILD.

The Policy is covered within induction for all new staff including supply staff. Staff employed are fully aware of the needs of the children and the School’s Personal and Social Development Policy particularly in treating children with dignity and respect. Supply staff are offered opportunities to attend further training.

Staff are trained within their first term within school in MAPA. An annual refresher takes place every year on a PD day. The training is very proactive in understanding challenging behaviour and how to de-escalate. It covers the law and the school policy. The following are taught in annual training Level One, Two and Three and Disengagements.

Any further interventions are taught only as necessary as part of a Positive Handling Plan. It is expected that staff will practice their skills within the class team and seek advice if unsure.

11.8 SUCCESS CRITERIA

- ✓ Positive ethos and climate that supports ALL children is always demonstrated.
- ✓ High expectations evident throughout school with behaviour well-managed.
- ✓ Behaviour is consistently managed with planned strategies.
- ✓ All work within the school meets legal requirements.
- ✓ The environment and staff interactions (e.g. tone of voice, body language used etc) are carefully planned to reduce the need for the child's behaviour to be challenging.
- ✓ Staff are able to demonstrate competency.
- ✓ All guidelines within policy are consistently followed.

11.9 MONITORING AND EVALUATION OF POLICY

- The Policy will be reviewed each year in the light of school self- review, or as necessary in light of legal changes and advice from BILD accredited training provider for MAPA®. .
- Monitoring responsibilities:

- The ATC coordinator monitors the frequency of incidents, accidents and restrictive physical interventions and advises the Head of any positive patterns or concerns.

- SLT and MAPA trainer monitor the Policy through:

- classroom observations
- evaluating restrictive physical interventions.
- making referrals to other professionals.
- Agreeing the IBPs in line with policy.

11.91 ASSOCIATED RESOURCES

a. Education and Inspections Act 2006.

b. DfE Guidance: Use of reasonable force guidance for school leaders, staff and governing bodies (July 2013)

c. Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display d. Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

e. Guidance on the Use of Restrictive Physical Interventions for Children with Severe Behavioural Difficulties (2003)

f. DfE Guidance: 'Screening, Searching and Confiscation' (February 2014)

Staff use a wide range of different rewards dependent upon the child's level of understanding, motivation and age appropriateness, these include:

- ✓ Effort is immediately rewarded with a verbal response and/or social praise e.g. cheers, good boy/girl, clapping, singing
- ✓ Major goals (e.g. completing a stage of the reading scheme, swimming) receive certificates or stickers chosen by the child and placed wherever the child chooses i.e. on their clothing or in home/school diary.
- ✓ Work reward strategies with a range of motivating activities/toys/environments used as rewards.
- ✓ Children's achievements are shared with parent/carers through the home/school diary, telephone calls, meetings.
- ✓ Stars, stickers and smiley faces are instant and ongoing throughout the day
- ✓ A given number of stars or stickers (dependant on individual) will lead to a prize
- ✓ Time at a favourite activity or time in a favoured location e.g. computer, toy, white room, soft play etc.
- ✓ In weekly assemblies a child / children from each class are rewarded with a visit to the Headteacher's Tea Party. During this assembly any prizes earned are also awarded

Appendix 1



Individual Behaviour Plan

Pupil:

Class:

Date:

What is the difficult behaviour?

(Agreed precise description of the challenging behaviour)

Why does it happen?

i Message of Behaviour

ii Triggers for behaviour

How shall we deal with it?

Emergency Action

Agreed with Parents: _____ signed _____
date

Date to be reviewed: _____

Appendix 2

Positive Handling Plan

Assessing and managing foreseeable risks for children who present challenging behaviours	
Name:	Class:
Date	
Positive Handling Plan	
<p>(Restrictive Physical Intervention will be used only when necessary in line with the legal guidance and behaviour plans / risk assessments they will be reviewed regularly with the aim of reducing the need for RPI)</p> <p>Any physical intervention is only used in the best interest of the pupil whose behaviour is of an immediate concern and when all other alternatives have been tried (as directed on IBP / Risk Assessment) this should be the last resort using the minimum amount of time and reasonable amount of force.</p>	
Restrictive physical intervention to be used	Circumstances under which the RPI will be used.

Identification of Risk	
Describe the foreseeable risk	<p>----- behaviours are:</p> <p>Real message of behaviour-</p> <p>Triggers-</p>
Is the risk potential or actual?	
List who is affected by the risk	

Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Risk Reduction Options			
Measures	Possible options	Level of risk	Benefits
Proactive interventions to prevent risks			
Early interventions to manage risks			
Reactive interventions to respond to adverse outcomes			

Communication of Behaviour Management Plan & School Risk Management Strategy	
Plans and strategies shared with:	Communication Method
<p>Members of staff devising plan:</p> <p>Members of outside agencies contributing to plan:</p>	<p>Parent / Carer contributing to plan:</p> <p>Date:</p> <p>Review Date:</p>

GUIDELINES FOR COMPLETING IBP/POSITIVE HANDLING PLAN

1. FIRST IBP

- Concerns regarding behaviour should be fully discussed with Head/Deputy.
- Concerns should be discussed with parent to share information and gain their valuable contribution.
- Parents should be asked if there is any other medical information that may need to be considered that is not known or other factors that may be affecting the child.
- An IBP/Positive Handling Plan should be put together- agreed/ signed by parent
- Teachers must get the appropriate signatures to validate each form.
- This will be reviewed with parents at Annual review
- Advice from all professionals working with child should be considered.
- Child views about their own behaviour and how it is managed should be sought whenever possible
- Consideration should be given as to whether other professional referrals are needed

2. ASSESSMENT OF BEHAVIOUR

- Any child who requires strategies to support their behaviour in school must have an IBP or Positive Handling Plan, not just those exhibiting challenging behaviour.
- Staff team must analyse and assess the child's behaviour. Within the assessment staff, should
 - consider the actions of staff, environment and known medical information.
 - The IBP/Positive Handling Plan should state each different behaviour.
 - The identified reason must state the possible reasons for the behaviour exhibited.
 - Strategies: strategies to be implemented must be agreed and checked against the legal guidance. It should be written clearly in precise language. It should be specific including any consistent language to be used etc. The team must gather evidence from observations to evaluate.
- The plan should be kept in the class essential information file so is accessible to all staff.
- The assessment and strategies **MUST** always be current. It is a working document so plan should be annotated on. Observation/evaluative comments should be recorded on a record sheet attached to plan.
- The plan should recognise any patterns of behavioural sequence and ensure a range Plans and strategies shared with:

Appendix 3



Houghton School Absconding Policy

Houghton School provides a secure environment for our children, with a key pad entry and exit system. It is therefore unlikely that a child will be able to abscond from the premises, however despite staff vigilance there are occasions where a determined child may manage to leave the building and premises.

In the event of a child absconding from school the Headteacher, her nominated deputy or another member of the senior leadership team becomes the 'Lead' person and must be kept fully informed.

Where a pupil is found to be absent from class without authorisation and cannot be located within 5 minutes by the class team, the following procedures should be followed:

- Member of staff to inform member of senior leadership team
- SLT member organises search of building and known places that the child may remove to.
- If the child is not found then all available staff to check the perimeter of the school and immediate area.
- Any staff who leave school grounds must take mobile phone to contact school.
- If appropriate and directed by 'Lead Person', school office to phone the police when area has been fully checked.
- School office to contact parents/carers and ask them to come to the school
- Once a child has been found then the lead SLT member will use their professional judgement in discussion with the relevant class teacher to outline the response towards the child and the support the child will need in the future.
- A written report will be filed on the incident.
- Member of SLT to brief police and parents

Where a child attempts or is seen to be leaving the school premises without authorisation the following procedures should be followed:

- Staff must follow the child to the perimeter fence or gate and must try to persuade the child to stay in the school.

- If a child is deemed to be a high risk to him/herself or other people then staff should adhere to the Physical Interventions Policy with reference to holding the child, if appropriate.
- If staff are close enough to the child they will use the appropriate MAPA hold to safely return the child to school.
- At all times staff must be aware that active pursuit may encourage the child to leave the immediate vicinity of the school and may also cause the child to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- If the child has left the immediate vicinity of the school the school office and SLT members must be contacted immediately and the lead person will direct the course of action.
- Staff will follow the child and engage in a local search, following the child at a safe distance if in view.
- Staff will ensure they are carrying a mobile phone and will remain in contact with the school.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact school.
- The school office will contact the child's parents/carers.
- If the searching staff lose sight of the child they must contact the school office giving details of their location and the clothes which the child is wearing

If the child has left the immediate vicinity of the school grounds and is no longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the child, the prevailing weather conditions, the nature of the incident which led to the child absconding, the child's previous history of being involved in episodes of absconding and their outcomes. If the child returns of their own volition, parents/carers and the police will be informed as soon as possible.

Upon his or her return to school, and when the child is calm, the child must be seen by the SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.

A written report will be filed on the incident.



Telford & Wrekin

C O U N C I L

**Policy on the Use of and Reduction of
Physical Intervention for Children & Young People**

Telford & Wrekin Council

October 2012

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1. Introduction

This document offers guidance to all teams and establishments working with children, young people and their families. It places Physical Intervention in the context of practice, where early, appropriate and preventative intervention is the norm.

This guidance should not be treated as a complete and authoritative statement of the law. Interpretation of the law is a matter for the courts.

Whilst physical intervention may occasionally be necessary, it should be a last resort, being consistent with dealing with behaviours which challenge and the risk presented. It should be seen as only one part of a wider comprehensive behaviour management strategy which employs the minimum reasonable amount of force for the shortest possible time.

This policy provides an overarching framework around the use of physical intervention for children and young people. Every school is required by law to have a behaviour policy and to make this policy known to staff, parents, children and governors. Schools and other establishments may wish to develop their own policy based on the specific requirements of their setting. They may also wish to have their own physical intervention policy in line with this overarching policy.

Where a physical intervention is necessary it must be used in ways that maintain the dignity and safety of all concerned. Incidents requiring the use of restrictive physical interventions should be thoroughly and systematically recorded, and be open to scrutiny via the Governing Management Body and Local Authority. Records may also be requested by Ofsted and the Care Quality Commission.

All staff must be aware of what is and is not appropriate and feel confident in managing difficult situations.

Safeguarding procedures will still apply. This guidance is supportive and complementary.

As a consequence of everyday association with children and young people, it is possible that teachers, staff and other adults are vulnerable to misplaced or even malicious allegations being made against them, either deliberately or innocently. All staff therefore need to note the contents of this guidance and its correlation to their setting's specific Behaviour Policy.

All establishments have a general common law duty of care towards children for whom they are acting in loco parentis. A duty of care also exists of staff to ensure the safety of all concerned.

Ongoing staff training and support in the area of Positive Behaviour Management is essential to ensure good practice.

Any training in physical intervention which has been sanctioned by the head teacher or manager must be safe, suitable and appropriate and received from trainers recognised by the Local Authority. Any such training should be taught in the context of positive behaviour management. A model accredited by BILD, (preferably MAPA/CPI) is recommended.

2. Physical Handling

There are three main types of physical handling:

a. Positive handling

b. Physical Intervention

c. Restrictive physical intervention.

3. Definitions

Positive Handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:

- Giving guidance to children (such as how to hold a paintbrush or when climbing)
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting).

Physical Intervention

“Physical intervention” refers to direct physical contact.

Physical intervention also implies the restriction of a person's movement, which is maintained against resistance. E.g. guiding and escorting an individual away from a potentially escalating situation

Restrictive Physical Intervention

“Restrictive Physical Intervention.” refers to the use of force to:

Restrict movement;

Restrict mobility

Disengage from dangerous or harmful physical contact.

There will be circumstances in which staff judge that the risks associated with not using force are greater than those associated with using force. This guidance is about these circumstances.

4. Legal Considerations

- Use of reasonable force: Advice for Headteachers, Staff and Governing Bodies

<http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20advice%20for%20headteachers%20staff%20and%20governing%20bodies.pdf>

- Dealing with Allegations of Abuse against Teachers and other staff

<http://media.education.gov.uk/assets/files/pdf/d/dealing%20with%20allegations%20of%20abuse%20against%20teachers%20and%20other%20staff.pdf>

- Guidance on the use of Restrictive Physical Interventions

<http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>

- Guidance on the use of Restrictive Physical Interventions for Children with Severe Behavioural Difficulties

http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20children%20with%20severe%20behavioural%20difficulties_2003.pdf

- Offences against the Person Act 1861
- The Criminal Law Act 1861
- Dept of Health and Welsh Office Code of Practice on the Mental Health Act 1983 (1993)
- Mansell Report (services for people with Learning Disabilities and Challenging Behaviour or Mental Health Needs) HMSO, London (1993)
- National Institute for Clinical Excellence, Clinical Guideline 25

- **Violence – the short term management of disturbed / violent behaviour in psychiatric in-patient settings and emergency departments (2005)**
- **Human Rights Act (1998)**
- **Mental Health Act (2007)**
- **Care Standards Act (2000)**
- **Employment Law**
- **Mental Capacity Act 2005**
- **Build Code of Practice for the use and Reduction of Restrictive Physical Interventions 2010**
- **The Children Act 2004**

5. When would Restrictive Physical Interventions be used?

A Restrictive Physical Intervention may be used when:

- **Someone is injuring themselves or others.**
- **There is suspicion that although injury, damage or other crime has not yet happened, it is about to happen.**

Staff might use Restrictive Physical Intervention if a child is trying to leave the site and it is judged that the child would be at risk. This would also cover staff who are in charge of children on trips. Other protective measures would also be in place.

The aim in using Restrictive Physical Intervention is to restore safety, both for the child and those around him or her.

6. Reasonable Force

Definition:

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should be the minimum needed to achieve the desired result.

All citizens can use Reasonable Force to protect themselves or others. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. It is the common law right of any citizen in an emergency to use Reasonable Force in self-defence, to prevent another person being injured or their property from being damaged. Any member of staff or volunteer has that right.

Any Physical Intervention should be proportionate to the risk involved. It should necessitate the minimum force for the minimum time and be the result of a graded response. It should not be used for punishment, retaliation or revenge.

There should be no reliance on threatening or inflicting pain as this would constitute Child Abuse.

All school staff have the power to use Reasonable Force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

It is the responsibility of the manager / head teacher / teacher manager to ensure that staff have the necessary skills and knowledge around behaviour management and physical intervention.

A member of staff who knows the child, or young person or adult well, is most likely to be able to use other methods to support the child and keep them safe without using restrictive physical intervention. For this reason, they may also be the most appropriate person to physically intervene if it is necessary. In an emergency all staff can use physical interventions.

7. Behaviour Policy

Within the behaviour policy for a specific setting, the following framework may be used for guidance:

- **Values and Ethos**
- **Rights and responsibilities**
- **Rules, routines and consequences**
- **Support for staff, children, families and carers.**

The policy on the Use and Reduction of Physical Intervention need not be part of the settings behaviour policy but should be fully consistent with the schools behaviour policy, child protection policy and health and safety policy. While certain establishments may wish to have their own Physical Intervention Policy, every school would be expected to have their own Behaviour Policy.

8. Risk Assessment

Risk assessment is a systematic way of thinking about and anticipating what can go wrong, how it is likely to happen and what needs to be done to prevent or control it.

There are four reasons for carrying out risk assessments:

- 1) **Good practice- It is a proactive means for identifying and preventing or reducing risks to health and safety arising out of work before an incident happens or ill health is caused.**

- 2) **Financial** - It costs a little to train people to become competent assessors and to give them time to carry out their duties but that is trivial compared with the knock-on costs of uncontrolled incidents.
- 3) **Policy** - It is a means of working towards the stated aim of Telford & Wrekin Council to take all reasonable steps to safeguard the health and safety of employees, customers and anyone else affected by the work of the Council.
- 4) **Legal** - Several pieces of health and safety law require risk assessments to be carried out as a means to ensure that legal obligations are met. Having a documented risk assessment in place is a strong starting point in the event of needing to defend our actions. The law requires “suitable and sufficient” assessments to be made of risks and for these to be recorded. Exactly what this means can only ultimately be decided in a court of law. In lay terms the end result should be that enough is done to control foreseeable risks to an acceptable level.

Managers/ Heads have the responsibility for carrying out risk assessments for their teams on behalf of the Council as the employer but may delegate this work to a competent person.

It is crucial to assess the risks associated with managing any child or young person who may require the use of physical intervention. This will require a personal risk assessment to be carried out for each individual to ensure that their behaviour is clearly assessed and that robust control measures are established and recorded.

The risk assessment must then be shared with relevant staff and any training needs identified.

This process will ensure that there is a consistent approach to managing any child or young person who may require the use of physical intervention.

Any risk assessment should be monitored and reviewed regularly, particularly if physical intervention has had to be used, to enable control measures to be revisited and amended accordingly.

If any child or young person does become violent or aggressive requiring the use of physical intervention this should be recorded using the corporate Violent Incident Report Form found on the Intranet or Learning Platform. These incidents should be reported to and monitored by Managers/Heads to assist with review of any personal risk assessments, to ensure appropriate control measures continue to be implemented and, to ensure that staff training and personal safety risk assessments also remain suitable and sufficient.

These form should also be sent to the Local Authority (where applicable) to be entered onto the PSE recording system.

9. Planned Restrictive Physical Intervention

In extreme cases Planned Physical Intervention may be necessary. It requires careful planning in order to minimise risk to all concerned. In the main this is likely to be in special settings/environments. This intervention should be one component of a broader approach to behaviour management, treatment or therapy.

There are a small number of children or young people for whom a planned restrictive physical intervention may be necessary.

The plan would be:-

- **agreed in advance and involve the advice of other professionals**
- **described in writing and be part of a wider plan for behaviour management usually agreed with parents / carers**
- **implemented where possible by a named person who has appropriate training**
- **Where restrictive physical intervention is used, it should be recorded appropriately.**

10. Post Intervention Support and Learning and Record Keeping

Support is offered to all parties involved in an incident.

Post Incident Analysis and Learning:

Following an incident, it is important to evaluate the effectiveness of an intervention and inform future planning, policy and day to day practice.

It is important that there is a detailed written report of any occasion where a Physical Intervention is used.

It is a legal requirement for schools to inform the parent or carer or relevant agency of a Physical Intervention at soon as possible.

Children and Young People are also entitled to have their views recorded.

Staff may wish to involve a colleague or member of a Professional Association.

11. Physical intervention, accident and violent incident reporting

Records of any restrictive physical intervention should be recorded within 24 hours of the incident. It should consider patterns of children's/young people's behaviour.

Such records should provide evidence of defensible decision making in case there is a subsequent complaint or investigation.

A record should cover:

- personal data about child/young person on whom physical intervention was used (name, class group etc);**
- context data (day, date, time, location);**
- staff involved (directly and as witnesses);**
- other children/young people involved;**
- nature of the incident;**
- events leading to the use of a Physical Intervention;**

- g. any de-escalation or other strategies used to minimise need for use of force;
- h. evidence of a gradient response to the incident.
- i. reason for using the physical intervention;
- j. description of the physical intervention used (type, duration);

- k. subsequent actions, including those related to the welfare of the Child/Young Person and staff involved; and
- l. information given to other staff, parents and external agencies;

The Manager (or person acting on their behalf) must be informed at the earliest opportunity. In a school this would be the Headteacher. The Headteacher should give consideration to contacting parents/ carers as soon as practicable. The Headteacher should ensure that the Physical Intervention Monitoring form is completed. The school Senior Leadership Team should have arrangements in place to monitor this form internally and send it to the Education and Skills Service (learningand.behaviour@telford.gov.uk) within the council every half term.

In some situations Physical Intervention may be an appropriate course of action to deal with a Violent Incident, or the Physical Intervention itself may, if it does not go according to plan, become a Violent Incident itself.

Violent Incident:

A violent incident is defined in the Telford & Wrekin Personal Safety Policy. Violence as “any incident in which an employee is verbally or physically abused, threatened or assaulted in circumstances arising out of the course of his/her employment”.

It therefore includes aggression not just actual or threatened violence.

Violent incident report forms can be downloaded off the intranet and Learning Platform.

A violent incident that results in an employee being;

- physically injured and as a result is off sick for more than seven days or results in a major injury is notifiable to the Health & Safety Executive as for accidents.

The distinction between a violent incident and an accident lies in the intent of the perpetrator and sometimes this will not be clear. In some situations involving physical restraint accidental injury to one or more parties involved may result. Following the flow chart should help clarify how to report accidental injury. Full details are set out in the Education Health and Safety Manual under Accident Reporting.

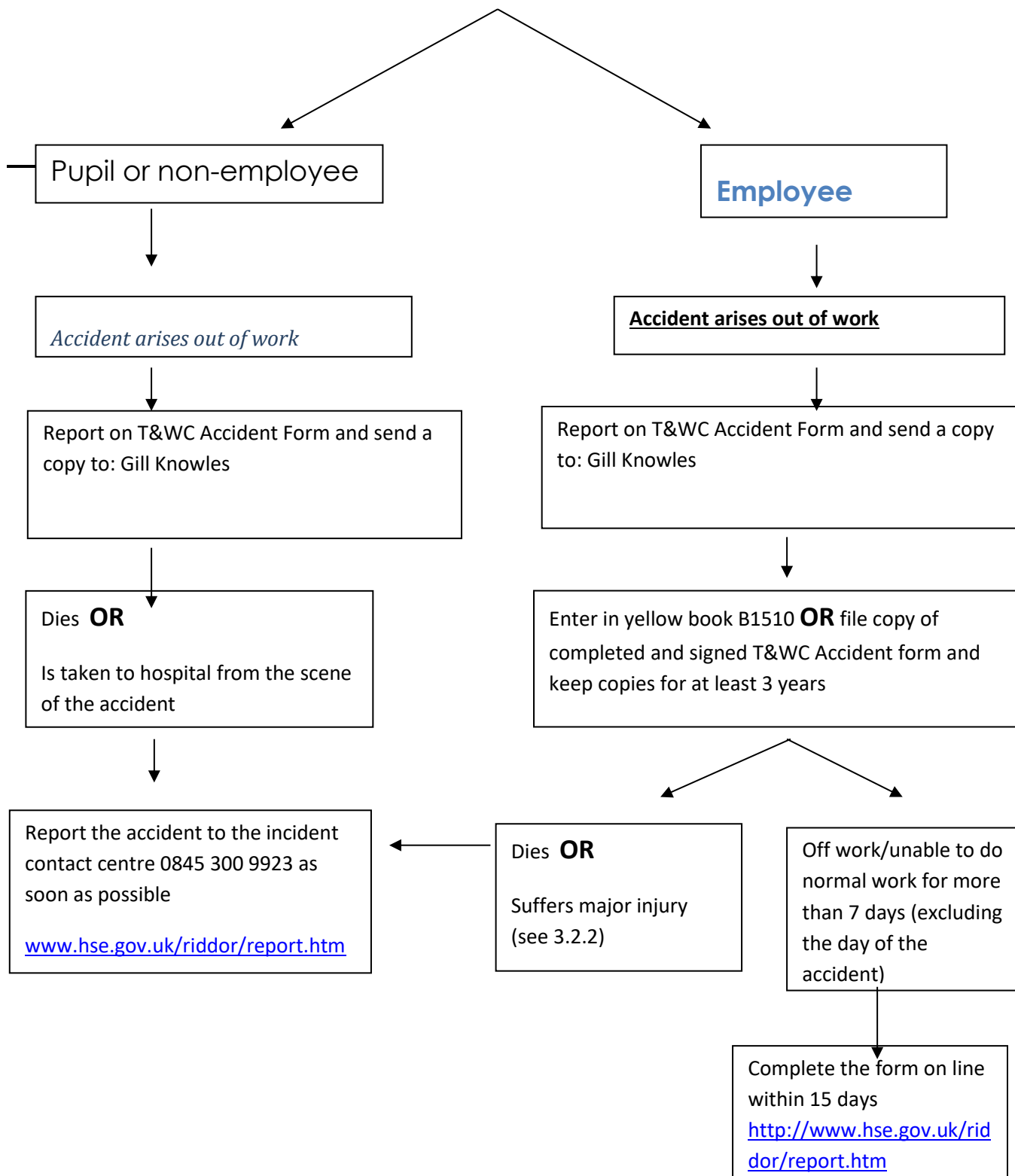
Settings will need to discuss scenarios to enable understanding of these terms in their context.

Both staff and children or young people should be given separate opportunities to talk about incidents in a calm and safe environment.

ACCIDENT REPORTING FLOW CHART:

ALL ACCIDENTS

Investigate and Record in School Accident book/Accident Report Form



12. Complaints

In the event of a complaint the correct complaints procedure must be followed.

Guidance on handling allegations against staff can be found in the Telford & Wrekin Safeguarding Board website. (www.telfordsafeguardingboard.org.uk),

12.1 Dealing with complaints and allegations

Where anyone (child, carer, staff member or visitor) has a concern, this should be dealt with using the settings' usual complaints procedure.

If a specific allegation of abuse is made against a member of staff then the setting needs to follow the guidance set out in DFE statutory guidance

(<http://westmerciaconsortium.proceduresonline.com/index.htm>)

13. Training

The recommended model of training for the use and reduction of restrictive physical interventions in Telford and Wrekin is Non-violent Crisis Intervention Programme (CPI) / MAPA. This programme is BILD Accredited (British Institute of Learning Disability www.bild.org.uk) and focuses on restraint reduction initiatives. It aims to reduce the use of restrictive practices and consider alternative strategies for preventing, supporting and managing challenging behaviour.

It is the responsibility of the manager / head teacher to ensure that staff attending training in Physical Intervention are fit and well enough to participate when practicing physical skills. Any concerns should be discussed with the trainer or training provider prior to the course commencing.

The level of training which staff require is informed by the risk assessment relating to the setting and / or the specific risk assessment of the behaviour of the child or young person. These risk assessments will be in place prior to the training place and be reviewed annually or more frequently if required.

It is recommended that staff are also trained in Positive Behaviour Management and training will reinforce the emphasis on the reduction on restrictive physical intervention in settings

Appendix 5



Written Statement of Behaviour Principles

Reviewed Annually by the Finance & Personnel Committee

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The Governors at Haughton School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Haughton School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our children as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school**
- Haughton School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children are set out in the Behaviour and Equality policies**
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school**
- Consequences for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied**
- It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, taking into the needs of individual children, and offering support as necessary**
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort**
- The Governors expect children and parents to cooperate to maintain an orderly climate for learning**
- The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution**
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.**