

Rosehill School

Positive Behaviour Support & Physical Intervention Policy



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Rosehill School

Positive Behaviour Support and Physical Intervention Policy

1. **[Updated]** Policy Statement

Rosehill School is committed to the safety and welfare of all children and young people (CYP¹) who attend the school and the staff working at Rosehill.

This policy on Positive Behaviour Support and Physical Intervention and the schools Statement of Behaviour Principles (Appendix A), has been written to:

- Outline the relevant legal requirements, key guidance and policies considered and adhered to within the school's behaviour support procedures, and obligations under the UN Convention on the Rights of the Child.
- Ensure that the school community work together to promote and value positive behaviour support, understanding their roles and responsibilities and using the agreed practices to keep the school community safe.
- Reflect the school's aims and commitment to ensuring an inclusive and positive culture.
- Provide information about the school's context and an understanding of the three areas of difference for CYP with autism. Also, enabling the school community to understand the co-occurring differences/conditions that many CYP experience.
- Promote the importance of building relationships, and providing a supportive and enabling environment, in line with the knowledge and requirements of key principles, legislation and guidance i.e., Autism Education Trust.
- Provide clear guidance on the strategies by which our school community can promote positive behaviour, ensuring each CYP wellbeing and safety, including access to interventions for sensory, communication, emotional and medical needs. Also, promoting pupil voice and advocacy through access to rewards, praise, rules.
- Provide guidance on the use of physical contact/intervention. Including, arrangements for health and safety, reporting and recording the use of physical intervention and monitoring procedures.
- Give clear guidance on the positive, proactive, preventative and non-restrictive approaches adopted in respect of behaviour that challenges, including strategies for de-escalation, that minimise the likelihood of, or avoid the need to use, restrictive physical intervention, wherever possible. Also, the development and regular review of behaviour plans and risk assessments.
- **[Updated]** How staff are supported and trained in understanding behaviour, trauma informed practice, assessing and managing risk, and using physical interventions appropriately where it is necessary, including how training is maintained, monitored and reviewed.
- Provide an understanding of the arrangements for considering complaints.
- Detail how the behaviour policy will be reviewed, evaluated and where necessary amended.

Fundamentally, the policy emphasises that we aim to be proactive, encouraging positive behaviour so that all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence, positive mental wellbeing and community participation.

2. **[Updated]** Legal Framework

This policy has due regard to relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996

¹ Within this document, children and young people will be referred to as CYP

- Education Act 2002
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- **[New]** DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'.

We are committed to equal rights, mutual respect and shared responsibility for all and promoting a culture of praise and encouragement in which all pupils can achieve. In this Policy we specifically recognise the following articles from the UN Convention on the Rights of the Child:

- Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
- Article 29 – Education must develop every child's personality, talents and abilities to the full.

This policy operates in conjunction with the following school guidance:

- Accident, Incident and Violent Incident Reporting, Recording and Action Procedures
- Health and Safety Policy
- Anti-Bullying Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Complaints Procedures
- Whistleblowing Policy
- Staff Code of Conduct
- Allegations Management Procedure

3. Data Sources

Our own experiences and the additional information, guidance and reflective learning have enabled the school to research and identify positive behaviour strategies that further develop the culture of the school. The following evidence-based practice and research have informed our approach:

- Rosehill [Student Council & Primary Parliament](#), [Class Ambassadors](#) and [School Values](#)
- [The Schools, Students and Teachers Network \(SSAT\) – Effective learner behaviours](#)
- [Autism Education Trust \(AET\)](#)
- Nottingham City EP Service – Supporting pupils emotional wellbeing
- Nottingham City Sensory OT Service – School based direct work and training
- Supporting Trauma Awareness in Nottingham City (STANCE) Service
- [Crisis Prevention Institute \(CPI\)](#)

- Professor Barry Carpenter – [Complex Learning Difficulties and Disabilities Research project](#)
- The Autism Associates – Positive approaches to understanding behaviour (staff training)
- [Ambitious about Autism](#) – [Behaviour that challenge](#) and [feedback from youth patrons](#)

4. **[Updated] Roles and Responsibilities**

The **Governing Board** has overall responsibility for:

- Implementing a written statement of behaviour principles, to ensure that policies which underpin positive behaviour, promote the school's culture.
- Providing guidance for the headteacher on promoting good behaviour, where appropriate.
- Ensuring that arrangements are in place to understand CYP needs and the causes of behaviour that challenges.
- Ensuring sufficient resources are available to enable the policy to be effectively implemented.
- Thoroughly reviewing procedures, training, incident data and actions taken to ensure best practice.
- Reviewing the school's curriculum offer, safeguarding measures, enabling environment, pupil's personal development, including measures for promoting pupil voice, mental health and wellbeing, parent/carer partnerships, and working with other agencies.
- Monitoring the implementation of this policy and its effectiveness.
- Handling complaints, as outlined in the school's Complaints Procedures.
- Ensuring the policy is published on the schools website.

The **Headteacher** is responsible for:

- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Ensuring a Policy on the use of Positive Behaviour Support and Physical Intervention is in place which reflects the school culture, aims and standards. Also, implementation of the policy and monitoring of its effectiveness.
- Ensuring the policy is understood and adhered to by all staff.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Providing adequate resources to ensure this policy is implemented, including training, CPD and reflective practice.
- Having procedures in place to manage, monitor and evidence behaviour to safeguard CYP and staff.
- Providing clear guidance to all staff with regards their responsibilities to manage CYP positively; including strategies for de-escalation and promoting the use of early interventions.
- Ensuring that arrangements are in place to effectively report, record, risk assess, plan, monitor and review the use of physical intervention practice.
- Providing staff to pupil ratios that support individual pupils to develop their learning and independence skills. Pupils will be assessed and reviewed by the Senior Leadership Team (SLT²) in consultation with class teachers and Nottingham City Council SEN Team/other agencies.
- Providing mental health and wellbeing support for CYP and staff.

The **Senior Mental Health Lead** is responsible for:

- Overseeing the whole-school approach to mental health, including how staff are supported in managing pupils with mental health related behavioural difficulties, and how the school engages pupils and parents with regards to mental health.

The **Behaviour Lead** is responsible for:

² Throughout this document, the Senior Leadership Team will be referred to as the SLT.

- **New]** Leading on the whole-school approach to positive behaviour management (CPI).
- Collaborating with the Headteacher and governing board, to outline and strategically develop behavioural policies and procedures.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policies.
- Supporting staff to provide a high standard of education and care to all pupils.
- Training staff to use de-escalation techniques, positive behaviour management strategies and school based specific approaches including, for example, 'total communication', 'sensory regulation', 'trauma informed'.
- Working with staff, and extended services to analyse behaviour, and overseeing the monitoring of Behaviour Plans/Risk Assessments (BP/RA³), to ensure effective implementation and review.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Advising on the deployment of the school's budget and other resources, such as the pupil premium, to effectively meet the needs of all pupils.
- Ensuring that the arrangements in place to effectively risk assess, plan, monitor and review the use of physical intervention practice, are followed by all.
- Overseeing the outcomes of interventions on pupils' behaviour, education and wellbeing.
- Providing reports to the local authority and Governors regarding procedures and outcomes.

Teaching staff will be responsible for:

- Promoting a whole-school culture of fairness, respect, and positive behaviour management, teaching and modelling expected behaviour.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full curriculum.
- **New]** Working in collaboration with the staff team, Behaviour Lead, parents, and where appropriate, the pupils themselves/ extended services to effectively analyse behaviours, to write behaviour plans/ risk assessments, and implement agreed strategies. In a case where restrictive physical interventions may be required; teachers will promote the agreed principles and practice within this policy (CPI).
- Implementing the schools agreed practices and strategies to promote positive behaviour, including, 'total communication approach', 'pupil voice', 'sensory regulation', 'trauma informed', 'positive behaviour management', 'de-escalation techniques', 'graduated response', 'person centred interventions'.
- Being responsible and accountable for the progress and development of CYP in their class – including, keeping classrooms at a high standard.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- **New]** Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Setting high expectations for every pupil.
- Being a good role model by being positive, professional, warm and welcoming.
- Promoting a supportive, high-quality and enabling learning environment. The school will be calm and well organised.
- Promoting a total communication approach, including using signs and symbols to maximise each pupil's communication skills.

³ Within this document, Behaviour Plans and Risk Assessments will be referred to as BP/RA

- Promoting the mental health and wellbeing of pupils, for example by providing consistent daily routines such as physical exercise/ sensory circuits, to increase pupils' health and fitness.
- Alongside the class teacher, contributing to analysing and understanding the underlying reasons that give rise to behaviours that challenge in order to implement BP/RA. In a case where restrictive physical interventions may be required; trained staff will promote the agreed principles and practice within this policy.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Requesting support from the class teacher, Behaviour Lead/SLT regarding behaviours that challenge, including immediate input and guidance as required.
- Encouraging and empowering CYP to manage their own behaviour; developing strategies for self-regulation, independence, social communication, and an understanding of rewards and consequences.
- Under the direction of the class teacher, working with families and extended services to enable CYP to manage their behaviours in different situations/ settings.
- Using resources creatively to engage pupils in their learning i.e., the MILE, Art Studio.

Pupils are responsible for:

- Promoting the schools values and rules.
- Working to the best of their ability and allowing others to do the same.
- Cooperating with and respecting other CYP and adults.
- Developing an understanding of what is positive behaviour and self-regulation, and the impact of their behaviour on others.
- Sharing their views and providing feedback regarding ways to further develop positive behaviour and independence.

Parents/carers are responsible for:

- Supporting the schools values.
- Supporting their child in adhering to the schools rules, and reinforcing this at home.
- Encouraging independence, respect and positive behaviour.
- Being aware of the Behaviour Management procedures in the school.
- Supporting and working with the school in the implementation of this policy.
- Communicating effectively with staff regarding their child's behaviour i.e., Informing the school of any changes in circumstances which may affect their child's behaviour.

5. Our Culture, Mission and Aims

At Rosehill, we strive to create a positive culture and an inclusive learning experience. We place great importance on building positive relationships and creating a happy and respectful environment in which our pupils can grow and develop.

We aim to ensure that every CYP is supported in a fair, compassionate, safe and dignified way. Our aim is to provide a supportive learning environment which has the pupils needs at the centre of plans. In so doing we aim to provide each learner with the means to communicate their needs, regulate their emotions and enjoy positive behavioural outcomes.

We use a wide range of strategies with a strong emphasis on prevention and early intervention. Through modelling positive interactions, we support CYP who have experienced trauma and adverse childhood experiences. Our school is set up to provide a nurturing, and enabling environment.

We understand how important it is to work together as a community to help the pupils achieve their best in all aspects of school life. Therefore, we promote the importance of maximising each CYP independence in

preparation for adulthood, and developing their communication skills. This can be summed up by our school motto: ***'Caring about Learning, Learning about Caring'***.

We understand that pupils who are able to develop and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life. In this respect the school ensures that **the pupils and their needs always come first!** We have high aspirations for all learners. Because of this, our practice in supporting pupil behaviour is governed by the principle that: ***'Positive approaches, promote positive behaviour'***. This philosophy is expected to underpin all our actions, words and attitudes towards all pupils at all times.

6. School Context

[Rosehill School](#) is a special school in Nottingham City Centre. We provide high-quality education for pupils aged 4 to 19 on the autism spectrum⁴ who have a wide spectrum of co-occurring differences and conditions⁵.

At Rosehill, we acknowledge the uniqueness of all of our pupils. Developing understanding of our CYP needs is paramount, therefore we place great emphasis on training, professional development and working holistically with the pupils, their parents/carers and extended teams, including practitioners such as occupational therapists, to represent the views of our school community.

Autism - The Three Areas of Difference

The following information has been included in this policy to ensure all members of the school community are aware of the three areas of difference that are particularly important to understand and pay attention to because most CYP attending Rosehill, will have a range of abilities and needs within each of these areas.

Autism is a processing difference⁶; the characteristics of autism vary from one person to another, but there are three main areas of difference, as listed below. The very large majority of CYP attending Rosehill experience multiple and complex levels of these differences, including co-occurring differences, or conditions.

- **Social understanding and communication:** Differences in understanding social behaviour and the feelings of others, which informs the development of friendships and relationships. Differences in understanding and expressing language and communication, from individuals who are highly articulate, to others who may be non-verbal.
 - Autistic people can have differences in the way they communicate, understand and use language. They engage in social life from a different perspective (Milton, 2011). This leads to differences in how the person interacts and develops relationships.
 - At Rosehill, we will seek to reduce the likelihood of behaviours that challenge by ensuring that each pupil is able to use functional communication, and that those supporting the pupil have a range of strategies to individualise their communication support. Staff will ensure teaching and learning spaces and approaches maximise each CYP communication skills; they will adopt a 'total communication approach', consistently using a breadth of resources, tools and communication aids which can be accessed by all CYP as required.

⁴ Research (2024) shows that there is no single way of describing autism. Acknowledging the work of the AET, we have adopted the term 'Autistic pupil/child/young person/learner'. Autistic CYP may have different preferences of what they like used when describing them and autism, it is recommended to ask the individual themselves what their preference is.

⁵ The term co-occurring difference will be used when describing CYP who has a diagnosis and experiences other differences alongside, e.g., eating or sleeping needs. The term co-occurring condition will be used when describing CYP with more than one diagnosis e.g., Autism and Epilepsy.

⁶ Autism is a processing difference that can have an impact on many areas of a person's life. Autistic people will experience differences in three key areas: Sensory Processing and Integration, Social Understanding and Communication and Flexibility, Information Processing and Understanding.

- We will demonstrate empathy and understanding that pupils have a differing way of processing information and that this can create difficulties for them with regard to understanding the communications/ intentions of others. Staff will enhance their approach, making adjustments to their own style, modifying how they interact and deliver the curriculum to our pupils, as required.
- **Sensory processing and integration:** Differences in perceiving sensory information.
 - Sensory differences can include hyper (high) or hypo (low) sensitivity in relation the eight senses of **sight, hearing, touch, taste and smell, interoception** (internal sensations), **balance** (vestibular) and **body awareness** (proprioception). These differences will vary from person to person and can actually fluctuate in their responsiveness depending on a number of different factors for example the time of day or the environment
 - At Rosehill, we aim to identify any sensory preferences that may be limiting an individual pupil's opportunities and arrange to reduce/remove the source of difficulty wherever possible. With the support of our sensory occupational therapists, staff will identify appropriate levels of stimuli, recognise individual triggers and develop strategies to enable self-regulation
 - Staff will endeavour to create a classroom and school environment which addresses these challenges, reducing levels of anxiety. Pupils will be supported to learn self-regulation in order to engage and learn.
- **Flexibility, information processing and understanding:** Differences in perception, planning, generalising, predicting, managing transitions, developing interests and ability to absorb auditory or spoken information.
 - Autistic people have differences in their attention, interests and how they learn. This can include being very focused on particular interests. They have a different way of being flexible, so often feel safer and more comfortable with routines and structure as this lessens uncertainty. While autistic people share these similar characteristics to some degree, they are also all different from each other. This is because autism is considered a spectrum. **The autism spectrum is not linear from high to low** but varies in every way that one person might vary from another. **There is no 'typical' autistic person.** Every autistic individual has their own strengths, differences and needs, their own life journey and their own unique story
 - We will assess pupils' special interests ensuring that they do not pose a danger to the pupil or others, or take over so completely that the pupil concentrates solely on the interest, excluding all other stimulus, which can lead to increased anxiety and behaviours that challenge if an interest is obstructed. Strategies to support this will be used e.g., consistent timetable, re-direction to other activities, time away, now and next approach.
 - By identifying special interests' staff are able to positively create opportunities in order to develop responsibility, independence and learning. Building on interests can increase engagement, attention and social interaction whilst reducing levels of stress.

For further information, [follow this link to the schools website.](#)

7. Building Positive Relationships

Our goal is to support the pupils through independent activities to build the skills required to successfully enter into society as they grow older. The skills gathered as a child are crucial in setting their foundations in preparation for adulthood. CYP (especially those who have experienced trauma and/or SEMH needs) may challenge boundaries, therefore adults responsible for them require the ability to sensitively, firmly and

confidently manage the relationship. Empathy, trust and consistency are all important in building relationships and influencing CYP in making appropriate choices about their life and development.

The SLT ensure staff are given appropriate support, opportunities to share feedback and offer ways in which to empower staff. On occasion, some pupils find it challenging to form positive relationships, therefore time is given for this. Understanding 'trauma' helps our team to provide empathetic, reflective and professional responses.

Equally important is the expectations adults have of pupils, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development. Rosehill will assess the pupils behaviour before entry, this will ensure that all staff can recognise when a pupil has improved their behaviour. Target setting will be used to facilitate positive engagement.

8. Creating an Enabling Environment

Key principles for all members of staff:

- **Follow the schools Safeguarding policies and procedures** – work in line with the school's policies and procedures, and Safeguarding measures. Ask questions and seek clarity if required. Complete training to develop your knowledge and skills. ***Remember Safeguarding is everyone's responsibility!***
- **Be positive** – create a positive learning experience and provide positive feedback and praise; avoid negative language. The age, needs, and abilities of the child should be considered when applying any sanctions/ consequences/ reparation. These should be delivered in a planned and considered manner with respect for the pupil's dignity
- **Remain consistent** – be predictable and reliable, deliver consistent approaches and routines
- **Strive to understand more** – analyse behaviour and study its affect. Ask why things happen, seek solutions. Ask for support and guidance from the Behaviour Lead/ Mental Health Lead/ DSL
- **Stay calm** – implement best practice strategies. Use your voice (pace/ tone/ pitch) in a positive, kind and professional manner. Follow behaviour plans and risk assessments, ensuring the best interest of the pupil remains central
- **Work together** – no one person has all the answers. Present a coherent and united front at all times. Pupils will respond positively to this. Work in partnership with parents/carers and extended services to enhance a positive multi-agency approach
- **Seek advice and support** – talk things through with others, ask questions and request feedback; it is expected of you and will help you succeed
- **Celebrate achievements** – surround the pupils with positive reinforcement and praise to help build confidence, wellbeing and self-esteem

All members of staff are required to abide by these key principles and to encourage and support their colleagues in upholding these fundamental elements of behaviour support practice.

In order to develop positive and appropriate behaviour, the environment must be both supportive and enabling. Responsibility for the environment rests with every member of the school team.

An **enabling** environment can be characterised by:

- a calm, purposeful working atmosphere
- clearly organised for learning (tidy, uncluttered and clean)
- safe and secure
- a caring attitude amongst staff
- friendliness, happy and positive working relationships
- flexibility and responsiveness to needs
- optimism and high expectations

- clear and consistent boundaries for positive behaviour
- a broad, balanced and stimulating curriculum and learning experiences
- supporting social understanding and communication (i.e., strongly visual- total communication approach)
- supporting sensory processing and integration needs (i.e., strategies to enable self-regulation)
- supporting flexibility, information processing and understanding (i.e., routines, transitions)
- sufficiently resourced and labelled appropriately to the pupils' needs
- accessible to all pupils

9. Understanding and Supporting Complex Behaviours and Behaviours that Challenge

At Rosehill, we use the term “behaviour” to express the way in which people act or conduct themselves, especially towards others. Some CYP may display ‘behaviours that challenge’/ ‘distressed behaviour’. Within this policy we make reference to this type of behaviour; It is important to understand that Autism itself does not pre-determine challenging/distressed behaviour. At times, the impact of aspects such as sensory dysregulation created within a social context, for some CYP, can inadvertently impede their access to learning and social interaction, which can lead to behaviours that put themselves, or someone else at risk. These challenges may be compounded by additional cooccurring differences as outlined above.

Examples of these behaviours may include:

- physically challenging behaviours
- emotionally challenging behaviours
- self-injurious behaviours

For some CYP, they may have cooccurring conditions which, at times, can impede their access to learning and social interaction. Examples may include:

- Pica (the eating of non-food items) - A person with pica might try to eat potentially dangerous items. In this case, they may present with behaviours that put themselves at risk of harm to fulfil this compulsion.
- Pathological Demand Avoidance (PDA) - This is a behaviour profile within the autism spectrum that is characterised by resistance to everyday demands. The main characteristic is high anxiety when demands are made on the person. What constitutes a demand can look different to every person.

10. Graduated Response

In attempting to modify behaviour we must first examine the reasons behind the behaviour and identify the area of need. This would be completed through a graduated response in close collaboration between everyone involved in the pupil's life.

Analysis, planning and reflection are embedded in the practice of the school through ongoing reviews of behaviour programmes i.e., within team meetings, discussions with senior leaders, feedback from pupils and parents.

11. Supporting Children and Young People to Manage and Regulate their Emotions

Children with SEMH needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. Rosehill has developed an educational framework that incorporates the following aspects to increase self-regulation:

- Providing an enabling environment, which includes access to stimulating learning spaces i.e., the dance and art studios, the MILE (immersive room), outdoor classroom (DEN) and Woodland Walk
- A broad and balanced curriculum i.e., cultural projects, assemblies, creative arts
- Developing staffs understanding of wellbeing, PSHE, SMSC and sensory regulation

- Teaching and learning that is set to the CYP abilities and needs i.e., through EHCPs, Pathways
- Giving CYP the opportunity to make meaningful choices
- Exploring negative behaviours through reflective strategies i.e., reflection time, space for self-regulation
- Teaching how to identify, regulate and manage behaviours through strategies such as sensory journals
- Offering therapeutic opportunities i.e., sensory circuits, Balance Rooms
- Warm and caring relationships with adults that can influence and have a positive impact on a CYP self-esteem and confidence
- Structure, predictability and consistency in daily routines i.e., visual timetables, now/next boards, communication books
- Clear and explicit boundaries and rules i.e., school/class rules, school values, Ambassador, Student Council roles
- Discussions about life experiences, citizenship and Fundamental British Values i.e., Eco-schools, work related learning, careers interviews
- Clear information for CYP about positive behaviour, health and wellbeing i.e., pupil friendly policies, safeguarding displays, PSHE sessions, health information
- Explanations which are always communicated in ways that all CYP understand i.e., total communication approach, SALT sessions, curriculum projects, workshops, assemblies, topics and learning linked to local themes and events

12. Celebrating Achievements, Rewards, Praise and Support

We celebrate all successes and use this as a tool to increase CYP wellbeing and ability to have meaningful relationships with others, whilst promoting self-growth. We do this through:

- Feedback and reflective conversations, that support ongoing work, interactions, engagement, progress and aspirations
- Celebrating achievements of learning and behavioural outcomes i.e., praise, sharing successes
- Displaying CYP work – displays, newsletters, exhibitions, coffee mornings
- Informing parents/carers of an individual's success, i.e., home school diaries, phone calls, Gold Awards, post cards, certificates, awards
- Support an understanding of personal development i.e., 1:1 PSHE sessions, social stories

We celebrate achievements, and reward pupils for their efforts, engagement, good behaviour, progress and hard work in a variety of ways. Incentive schemes are in place to recognise attendance and achievements. These rewards motivate and help pupils to see that good behaviour is valued.

Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers and support staff ensure:

- They define the behaviour that is being rewarded
- The praise is given immediately following the desired positive behaviour
- The way in which the praise is given is varied
- Praise is related to engagement and progress as well as work produced
- Independence is encouraged
- Teachers encourage pupils to praise each other as appropriate
- Teachers model positive behaviour

13. School Rules, Reparation, Consequences and Sanctions

Positive behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is unacceptable. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The Student Council have developed school rules for the school community. Class teachers embed these rules within the classroom, as well as individual behavioural targets for some pupils. Class Ambassadors (within each class), further promote the school rules with their peers and are advocates for further developing the school's positive behaviour culture. A great emphasis is placed on promoting positive relationships and interactions, and respecting one another. CYP feel enabled and develop self-confidence and self-esteem through skills teaching: differentiation, different starting places, recognition of barriers to learning, catch up and remedial action required by staff around regulation and learning.

The age, needs, and abilities of the child should be considered when applying any sanctions. We recognise the difference between sanctions, consequences and reparation and aim to choose the most appropriate way for pupils to recognise that they have done wrong and learn from their behaviour that challenges.

Reparation creates a win-win situation allowing CYP to learn from mistakes. By using reparation pupils are allowed to repair negative outcomes of their actions, feel positive about themselves and practice and learn accountability.

Consequence is a logical outcome of an action whether positive or negative which links with accountability and responsibility. If unacceptable behaviour is not questioned or challenged, learning from behaviour doesn't take place. It is important that CYP are taught to recognise when they have done wrong and take responsibility for their actions by facing and accepting consequences.

Sanction is action when a CYP breaks school/classroom rules unrelated, except through policy. A sanction should be used as a learning tool to ensure that the behaviour is actively discouraged from being repeated.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

It is important when considering if a consequence or sanction is appropriate to take the following into account:

- Context/circumstances of behaviour;
- Involves the CYP in the process;
- Encourages the CYP to take responsibility and put things right;
- Promotes resolution;
- Is non-discriminatory.

When applying any sanctions staff should consider whether/how a CYP's SEND has contributed to the misbehaviour and if so, whether it is appropriate to sanction the pupil. In considering this, staff should ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. It is also crucially important to seek to try and understand the underlying causes of behaviour and whether additional support is needed such as Occupational Therapy, Educational Psychology or Speech and Language input, as well as a wider approach that involves the wellbeing and mental health of the CYP.

Where it is felt that a sanction is necessary and will be effective, this should be delivered in a calm and respectful manner, in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other pupils.

Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction.

The school has a number of methods to support CYP to learn and to become reflective about behaviours, both positive and negative, including:

- Reflection time/ time away
- 1:1 learning to increase CYP ability to refocus and to self-regulate
- Using a dynamic risk assessment approach and behavioural analysis, meaning risks are identified a lot quicker and therefore incidents de-escalate successfully i.e., recognising when a CYP requires an exit strategy and needs to leave the room and when a CYP is ready to return to a lesson
- Recognising the need for CYP to have structured sensory breaks to reduce dysregulation
- Having conversations with staff members/ SLT/ behaviour lead about the situation/ incident in order to make joint decisions, where required
- Using social stories (for reoccurring behaviours)
- Using signage to increase CYP communication and regulation
- Partnership working with parents/carers to understand the deeper cause of behaviours that challenge and agreeing consistency of approach/interventions.

14. Use of Positive Handling

Aims:

- To maintain the safety and dignity of CYP, staff and other members of the community
- To promote positive relationships, trust and co-operation
- To ensure that any intervention provided is tailored to support the needs of the individual, whilst reducing risks

(Restrictive) Physical Interventions

As explained above, many CYP at Rosehill display a variety of behaviours, including behaviours that challenge, which may result in a range of strategies, including the need to use guided and supported holding to keep the CYP away from risk to self and others. Preventative strategies are the first and foremost methods used to keep a safe environment for all and to ensure that CYP are not experiencing any further heightened emotions within the school.

Staff are trained to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages CYP to be involved in the process of being reflective about their behaviours. We believe our 'behaviour principles' applied throughout the school day go a long way to de-escalate and prevent many behaviours which may lead to physical intervention. However, this may happen, and thus provisions for doing so safely are integral. Therefore, we have specific members of staff at Rosehill who are trained to safely use guided and supported holding with CYP. The use of guided and supported holding must take account of the CYP own best interests, sensitivities and feelings; his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Physical interventions, including withdrawal, should never be used as a punishment and must only be used in line with agreed criteria and procedures. All decisions to use our physical interventions strategies must be proportionate and based on risk reduction.

The Use of (Restrictive) Physical Interventions

"Physical intervention" is defined, in accordance with Section 93 of the Education and Inspection Act 2006, as the application by an authorised member of staff to use reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:

- Committing an offence;
- Causing personal injury to themselves or others, or the likelihood of such an occurrence;
- Significant damage to property, or the likelihood of such an occurrence;
- Engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may incite, anger or disrupt their peers.

At Rosehill, restrictive physical interventions are used as a last resort when all other strategies and methods have not been successful and health and safety is risk assessed. Clearly, it is important that when staff are dealing with potentially dangerous situations, dynamic risk assessments will be undertaken to ensure their own safety and that of all the pupils for whom they are responsible. After this, documents will be amended based on this new information so that foreseeable risks are reduced.

As a school, we have a working knowledge of the legislation surrounding the use of restrictive physical intervention. The use of physical intervention needs to be proportionate and reasonable to the circumstances at that time and the level of the behaviour displayed. The length of the intervention will be based on the risk assessment of the situation and will take into account the safety of all concerned.

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it i.e., that it is both necessary and in the best interest of the child. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be reasonable and the minimum needed to achieve the desired result.

Before using physical interventions, the following key points should be considered in relation to any given situation:

- Restrictive Physical Interventions will only be used to support behaviour that challenges as the last resort and for maintaining a safe environment or in an emergency situation (as stated above)
- Positive behaviour support is vital to anticipate potential triggers for behaviours that challenge to minimise the likelihood for a physical intervention. There will be a graduated response to support individual pupils. Staff should use their professional judgment to decide if physical intervention is necessary, reasonable and proportionate to the behaviour and potential harm the behaviour might cause, alongside school policy and supporting documentation i.e., Behaviour plans.
- Every effort must be made to look for effective ways of working with CYP that do not involve using this strategy; for example, regular reviews, problem solving briefings, working with parents and other professionals
- The rights and dignity of pupils must always be considered
- Any planned strategies used must be carried out according to the principles and guidance of the School's training provider (CPI)
- Where it has been agreed that a physical intervention is likely, this will be included on the CYP Behaviour Plan/ Risk Assessment (BP/RA) outlining the strategies which should be followed
- Staff have a duty of care to keep themselves and others safe and must act in the best interests of all pupils they are supporting. In the exercise of their duty of care, staff may on occasion, need to use unplanned, emergency physical interventions in response to unforeseen events. In such cases a review will take place and behaviour plans/ techniques will be evaluated and updated.

All incidents of positive handling are recorded and monitored.

Where incidents occur that result in a CYP having a restrictive hold being applied, this is recorded by the key members of staff involved in the incident and the SLT and parents/carers are informed of the incident on the same day or at the earliest possible time following.

Thereafter, a review is undertaken to establish if there are any new risks, and whether any further reasonable adjustments are required.

Duty of Care

Schools, health and social care services staff owe a duty of care towards all CYP. The duty of care requires that reasonable measures be taken to prevent harm. Employers also have a duty of care to employees to ensure that their working environment is safe and where risks are identified (including the management of CYP behaviour) that appropriate guidance, training and support is offered. Choosing not to intervene when there is evidence that a greater and significant harm may occur may result in allegations of negligence and consequent civil litigation for failure to exercise that duty of care.

15. Prevention and Therapeutic Practice

Woven within this policy are a range of preventative and proactive strategies that the school uses to ensure the use of restrictive physical interventions is minimised:

- Ensuring that the number of staff deployed, and their level of competence, corresponds to the needs of CYP and the likelihood that physical interventions will be needed
- Helping CYP to avoid situations which are known to trigger behaviours that challenge
- Creating opportunities for CYP to engage in meaningful activities which include opportunities for choice and a sense of achievement
- Ensuring that CYP have access to individualised communication systems which enable them to communicate effectively with others
- Creating a consistent and predictable/ enabling environment
- Developing staff expertise in working with CYP who present with behaviours that challenge
- Recognising the early stages of a behavioural sequence that is likely to develop into crisis and employing *de-escalation techniques* to avert any further escalation

The school works closely with the Sensory Occupational Therapy Team (OT), and all CYP have access to this service, through regular direct whole class support, interventions and staff training. The OT works closely with staff, and where required parents/carers, to implement sensory journals/diets. These plans document additional strategies are used to support a CYP sensory requirements and sensitivities, and are reviewed and monitored regularly.

16. Supporting Staff

Working with pupils and families in developing positive and appropriate behaviour requires great skill and dedication. At Rosehill we are committed to supporting staff in this highly demanding work by:

- Providing training in the use of appropriate strategies and interventions which are guided by the principles of CPI
- Offering pastoral support from a member of the Leadership Team to all members of staff whenever requested
- Developing Individual Behaviour Plans/Risk Assessments, in order to address behaviour that challenges
- Dedicating time in EHCP meetings/ school-based planning meetings to the discussion of issues related to behaviour support
- Ongoing monitoring of incidents
- De-briefing sessions following stressful or serious incidents

The effectiveness of any strategy is dependent upon the skills and commitment of the people engaged in that strategy. It is vital that staff feel equipped, both emotionally and technically, to address this crucial area of their work and it is therefore an obligation upon the school to support and encourage colleagues at all times. Behaviour support must focus on the needs of the pupils, recognise the difficulties they may face and offer positive approaches to support positive behaviour. It must never be punitive, aversive,

threatening or compromise the rights of the pupil. Where staff feel that approaches are in any way illegal or inappropriate, they are obliged to report this immediately to the Headteacher, in accordance with the school's safeguarding/whistleblowing procedures.

17. Training Staff

Induction training

- Staff receive induction training before being required to work with CYP who present with behaviours that challenge.
- Where staff have not completed Crisis Prevention Institute training prior to commencing work in the classroom, a risk assessment will be completed to ensure staff understand the requirements of the CYP in relation to behaviour that challenges. This includes agency workers and volunteers.

Rationale for adopting CPI (Trauma Informed Approach)

- Rosehill has adopted the Crisis Prevention Institute Training that provides an in-depth behaviour support programme that is delivered by certified inhouse instructors. CPI uses the philosophy of *Care, Welfare, Safety, and Security* and a person-centred and trauma informed approach – this aligns with our school's core values.
- CPI enables instructors to deliver bespoke training that meets the needs of the school taking into account the specific differences our CYP present.
- Instructors are able to complete ongoing assessment of staff confidence and competence when using disengagement and physical intervention principles.

Training plan

- The school ensures that it has a comprehensive training programme for all staff, whereby they have access to online training materials, in-house instructors, and access to CPI Training Advisors.
- All training is refreshed formally every 12 months as recommended and required by CPI. The outcomes of this training are reported to the SLT who then identify any further training needs of the staff team.
- Other regular training sessions, are provided, as required.
- Individual training needs of staff are highlighted and addressed through staff meetings and the performance management programme with line managers, and where required, development opportunities are provided accordingly.
- Rosehill has reduced the likelihood of the need for physical interventions by having a purpose-built enabling environment that is calm and supportive. Staff create positive relationships with CYP and provide therapeutic techniques to help CYP remain calm. All staff understand the importance of listening and responding to the feelings and voice of the CYP.

Implementation

- Only those members of staff who have been trained in the use of agreed techniques, i.e., "CPI" should, in the main, carry out the physical intervention of CYP, but the school acknowledges that everyone has a right to feel safe and as a result, in emergency/ extreme situations, where there is a health and safety risk, individuals who have not received the appropriate training may use reasonable responses to protect themselves and others from harm.

18. Behaviour Plans/Risk Assessment (BP/RA)

Building on the principles identified above, the BP/RA provides a planned and consistent framework which addresses behaviour that is not sufficiently addressed through the standard principles of good classroom practice. A BP/RA must be introduced for a pupil if there is:

- An awareness of behaviour which is likely to endanger the pupil, their peers or colleagues working with the pupil (including where a pupil exhibits behaviours that challenge in school).
- A prolonged period of behaviour that challenges.

BP/RA may be written by the class teacher and the plans are shared, signed and agreed with parents/ carers and other professionals, and as part of the EHCP process and must be shared and approved by the SLT. It is considered good practice that everybody working with the pupil will have been consulted during the design of the plan. BP/RA should be reviewed on an on-going basis (normally on a termly basis, or as necessary).

The plan identifies the behaviours displayed, cues, triggers, function of the behaviour, frequency and strategies used to reduce the behaviour. Pupils who require physical intervention will have the circumstances for intervention identified and a description of the procedures and strategies used. Any use of the Balance Room as a strategy to support positive behaviour and self-regulation will be written in the Behaviour Plan (see The Use of the Balance Room Policy). Pupils are encouraged to self-regulate and elect to take time away, where required.

All BP/RA will follow the same proactive strategies. This will enable a whole school consistent approach to behaviour support.

Any incidents where there has been an injury to a pupil or member of staff will be reported to SLT, recorded using the school's behaviour recording system and investigated/reviewed by SLT. Data is monitored to ascertain trends and patterns and analyse pupil behaviour and effectiveness of interventions. See Appendix 2 for further details and guidance.

19. Use of Physical Contact/Intervention

We recognise that for staff at Rosehill physical contact with CYP we care for is an integral part of their job. Touch is essential to provide sensitive and good quality care. Used in context, and with empathy, touch supports the development of natural and positive interactions. Staff are in a special position of trust; therefore, they need to maintain a professional distance and use discretion to preserve the dignity of pupils needing help and support.

Physical contact covers a range of physical interactions as listed below. It is necessary for a variety of purposes including the provision of care, comfort, communication, reassurance and safety.

Forms of physical contact – definitions:

- **Intimate/Personal care** – care which involves contact or proximity to sensitive areas, for example, washing, bathing, cleaning, changing, assisting with menstrual management and some medical procedures such as administration of rectal diazepam.
- **Communication** – to function as the main form of communication or to reinforce other forms of communication. In addition, to respond non-verbally to another person's own use of physical contact for communication and to make social connections e.g., day to day greetings, use of intensive interaction.
- **Prompts and guides** – the use of touch to gain attention or direct movement as part of teaching and in order to guide people between places, rooms or activities.
- **Therapy** – provided either by a therapist or by a member of staff carrying out a therapy program or following therapy advice (e.g., deep pressure/ tactile input, physiotherapy)
- **Play** – play activities naturally include touch, people of any age who are at early levels of development are likely to be quite tactile and physical.

- **Reassuring and comforting** – touch used for emotional reasons to communicate positive emotions, security and comfort i.e., to calm and reassure a distressed pupil.
- **Physical support** – to CYP who have physical difficulties (e.g., transfers in and out of wheelchairs)
- **Physical intervention** – as outlined above in this policy.

To use touch/ physical support successfully, staff will adhere to the following principles. It must:

- Be non-abusive, with no intention to cause pain, injury or use power.
- Be in the best interests of the child and others.
- Have a clear supportive purpose for the CYP.
- Take account of gender and cultural issues.
- Take account of specific known historical experiences of the CYP.
- Be within the principles of the law.

Some learners may find physical touch unwelcome and this right must be respected. Such sensitivity may arise from the individual's personal requirements, personal history, age etc. The Rosehill community is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome, where this is known.

With the above in mind and based on the principle that touch will only be used in appropriate situations in this school, likely situations where touch may be required are to:

- Administer first aid/medicines.
- Apply sun cream (in line with school's policy on this).
- Support a pupil/ demonstrate a technique within PE or another practical curriculum area.
- Deliver personal care to a pupil who requires support as part of a care plan.
- Provide emotional support and re-assurance to a pupil.
- Carry out physical interventions, as outlined with a BP/RA.

Please refer to the Personal and Intimate Care Policy and Guidance Document.

20. Balance Rooms

The term 'Balance Room' (a place to balance your emotions and senses) refers to a space that provides a place of safety for the pupil, staff and other pupils in the class. Its use is risk assessed, personalised and a structured strategy for pupils needing additional support, either self-chosen or with support in a sensory controlled area.

The Balance Room may be used by pupils to allow for self-regulation, where they are supported from a situation which is causing distress, to be in a quiet, relaxing space that is beneficial. It is also used in exceptional circumstances when a pupil is displaying behaviours that challenge that may cause a health and safety risk to themselves or others, with the aim of allowing themselves to calm and prevent the risk of significant harm to themselves or others. The use of the Balance Room is adapted for each group of pupils, taking into account age, ability, sensory needs and levels of behavioural support. As pupils' transition through school, they become familiar and confident with the room's use and purpose and are encouraged to use it as a self-chosen technique.

Please refer to the Balance Room Policy.

21. Exclusions

Please refer to the Exclusion Policy.

22. A Whole School Approach to Bullying

The Anti-Bullying Alliance defines bullying as, “*the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power*” (Anti-Bullying Alliance, 2024).

Some autistic CYP may experience difficulties in reading social situations and how to predict another person’s behaviour, this could increase their vulnerability to bullying. It is therefore essential that CYP are taught to recognise bullying whilst developing ‘pupil voice’ and the confidence and means to communicate any concerns. The school will continue to involve all members of the school community, including the governing board, staff, pupils, parents and other stakeholders, in creating a whole-school approach to bullying.

The potential for bullying to occur is explored through staff training and reduced by the behaviour management in the school through:

- Identifying any patterns in behaviour that challenges, towards others.
- Strategies are consistently applied to help minimise the frequency of incidents and the pupil specific behavioural targets included in their Behaviour Plan/ Risk Assessment.
- Pupils are closely supervised and where appropriate, individual pupils may follow a personalised or individualised timetable.
- Parents/ carers are informed when incidents involving other pupils have occurred.
- All reported incidents of bullying will be recorded and investigated by the class teacher and reported to the SLT- the headteacher will report cases to the governing body.
- The school actively explores the issues around bullying as part of its commitment to promoting equality, diversity and an inclusive and supportive environment for its pupils and staff that affirms the rights of individuals to be treated fairly and with respect. The PSHE and RSHE curriculum delivers work on friendships, caring for others and keeping ourselves safe, also learning to understand others behaviours, and acceptance.
- The Student Council and Class Ambassadors continue to promote anti-bullying.
- All classes display safeguarding and wellbeing information for pupil’s (pupil friendly versions).

Please refer to the Anti-Bullying Policy and Child on Child Abuse Policy.

23. Additional Support Aids

Some pupils may require additional supports to enable them to access a broad and balanced education, curriculum, transitions and access to transport in a safe and managed way. Any additional support/ equipment will be added to the pupil’s individual BP/RA and its use assessed and monitored. Parents/carers and teachers work in partnership on selecting appropriate supports.

Possible equipment may include the use of walking reins, harnesses, supportive helmets and buggies.

Please refer to the Guidance on the use of Additional Aids.

24. Health and Safety

The actions described in the school’s Health and Safety Policy and the Accident, Incident and Violent Incident Reporting, Recording and Action Procedures must be followed in the event of any serious injury to a member of staff or pupil (GP/hospital visit) resulting from behaviours that challenge. Any incident that involves physical violence, verbal abuse, restrictive physical interventions or put the pupil/ or others at risk, will be recorded using the school’s incident recording system (IRIS) and reported to a member of the SLT. (NB: *The procedures and terminology relating to ‘incidents’ has been set by Nottingham City Local Authority (LA). Please refer to school information for guidance on violence to staff procedures.*)

Pupils that are experiencing challenges in managing their behaviour and are having repeat incidents which put themselves, other pupils or staff at risk, are logged and monitored by SLT each half term, and shared with Nottingham City LA/ SEN/ Health and Safety Team.

The LA host all the accident and violence data entered via an online confidential system. The investigations and action/s taken are analysed and further support is offered to the school as necessary. Anonymised data is also periodically provided to the recognised teaching and non-teaching union safety representatives at the People Directorate and Corporate Joint Health and Safety meetings for discussion.

We have a duty of care to all members of school community to ensure that the health and safety of all is of paramount importance.

25. Reporting, Monitoring and Evaluation

The use of a restrictive physical intervention should always be recorded as quickly as possible (i.e., before the end of the day) by the person(s) involved in the incident. Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for staff and pupils.
- Keeping a record of the number of incidents.
- Identifying patterns and functions of behaviours.

The school has worked closely with Nottingham City Local Authority to implement an Accident, Incident and Violent Incident Reporting, Recording and Action Procedures, this includes recording and reporting of pupil-to-pupil incidents. Documentation for **recording and reporting behavioural incidents** at Rosehill has therefore been approved within this procedure. The procedure includes:

- All behavioural related incidents are recorded throughout the day, depending on the frequency in which they occur and level of severity.
- Disturbances/ low level behaviours in class are recorded on a daily behaviour log sheet.
- Minor violence that did not cause any breakage of skin etc. is recorded on an online spreadsheet. Incidents will be shared at NC meetings.
- Serious incidents which are out of character, did or could have caused serious injury (e.g., staff have to seek medical assistance or take time off work) are recorded on the electronic system.
- If a pupil is injured by another pupil, or there is a pupil injury during an incident, this will be recorded on a Pupil Accident Reporting Tab and a body map completed or on a Pupil-to-Pupil Incident Reporting Tab on the school's online behaviour recording system.
- Each incident must indicate clearly the names of all persons involved, place, times and witnesses. Incidents that are repeated, more severe, causing injury and requiring regular support are recorded on the Violence to Staff Incident Reporting Log. The record should be dated and signed.
- Incidents should be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place, where practicably possible.
- All the incidents are reviewed and further actions are undertaken, as required.

Class teachers keep simple individual records about the frequency of incidents of behaviours that challenge, so that they can evaluate the success of behaviour management strategies. These are summarised at the end of each term and monitored by the Behaviour Lead and SLT. Serious incidents are monitored every term, to identify trends and to inform strategic planning. The Headteacher reports issues relating to behaviour that challenges to the Governing Body each term.

If staff feel pupil's behaviour is becoming a concern, they should contact their line manager in the first instance. As part of this discussion, staff should provide the breakdown of time intervals where staff have recorded behaviours that challenge. This information can then be used to identify any patterns or specific times in a day when incidents are occurring.

Parents are informed of progress made with the reduction of their CYP behaviours that challenge during the EHCP process and when BP/RA are evaluated.

Staff involved in any incident should be offered a de-brief (at the end of the day/ as appropriate) to reflect on any challenging situations. When a member of staff has been involved in an incident where they have been injured, hurt or upset, that person should be released from the classroom for an appropriate period of time, and support provided.

26. Post-Incident Management

Following an incident in which restrictive physical interventions are employed, both staff and CYP should be given opportunity to talk about what happened in a calm and safe environment (debriefing). Discussions should only take place when those involved have recovered their composure. Post incident discussions should be designed to discover exactly what happened and the effects on the participants. They should not be used to apportion blame/punish those involved.

If a CYP is not capable of using verbal language then alternative forms of feedback should be utilised (See examples- Appendix 5 & 6). Specific ways and techniques of providing post incident support should be detailed in BP/RA, or within the incident report follow up. Other forms of further support that can be offered to a member of staff after an incident:

- Time away in another area.
- Opportunity to talk through the incident with a colleague.
- Opportunity to talk through the incident with line manager.
- Further training refresher days or repeating the full course (CPI)

27. Working with Parents/Carers/ Staff and Other Agencies – including supporting the Mental Health and Wellbeing of the School Community

It is imperative that the school works closely with parents/carers to explore effective strategies in order to support CYP across a range of contexts. Constant liaison and collaboration are required in order to develop consistent approaches that enable the CYP to generalise appropriate learning and in order to support both families and professionals in their work with the pupil.

The school will actively engage other agencies/professionals where it is considered by the school and the pupil's parents/carers that this action is in the best interests of the CYP. The school will offer and seek support in the development of practice which is of benefit to the pupil/family.

Parents/carers are consulted about the strategies used in school to manage the CYP behaviour and where possible will collaborate to ensure consistency of approach. Parents/ carers are also updated informally, regularly by the class teacher. Additional/detailed information is discussed and agreed at annual review meetings (of the EHCP) where parents/carers are given the option to request further information/contact. School staff are also able to offer training, suggestions and resources to support behaviour management at home.

The school has implemented a wellbeing charter and wellbeing champions team which support the whole school community regarding mental health, wellbeing and staff workload:

<https://www.therosehillschool.com/staff-wellbeing-and-workload/>

<https://www.therosehillschool.com/community-information-including-mental-health-well/>

28. Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints received by the Headteacher or SLT from parents/carers, staff or any other persons regarding alleged ill treatment of pupils or injuries received by a pupil during the course of physical intervention will be investigated fully by the Headteacher and SLT using the school complaints procedure. This will be in line with the Local Authorities approval.

In the case of any action concerning a member of staff, this will be dealt with under the relevant policy e.g., Disciplinary Procedures.

29. Monitoring and Policy Review

The Positive Behaviour Support and Physical Intervention Policy and procedures are subject to regular monitoring and reviews. Changes, updates and modifications to the policy will be carried out as required, at least annually, by the Headteacher and Behaviour Lead.

Monitoring of procedures will also take place by the Behaviour Lead, at least annually, and reported to the Headteacher and Governing Body.

The Student Council and Class Ambassadors will also be consulted as part of this review process.

The next review of this policy will take place in September 2025.