

Selworthy Special School

# Policy for Positive Behaviour Support

February 2024

Reviewed:

Date	Amendments	Reviewed by
September 2021	Changes to recording and reporting process – Iris. Removal of Incident reporting form	Stu Lambert
September 2022	No Changes	Stu Lambert
February 2024	Changes to section o 'Restrictive Physical Interventions' and Appendix 2. Change to Iris sign-off responsibilities.	Chris Willcocks & Tess Hargrave
September 2024	Addition of RRN commitment within section o "Restrictive Physical Interventions" Addition of Appendix 4 – RRN Commitment	Danielle Parish & Luke Kelly

Ratified by Governors

**Policy Title:** Positive Behaviour Support

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## **Introduction & Values**

This policy has been written with reference to the Equality Act 2010, the UN Convention on the Rights of the Child, and The BILD Positive Behaviour Support Mission and is aligned to the 'What's the Message' principles.

[\[https://whatsthemessage.co.uk\]](https://whatsthemessage.co.uk)

At Selworthy we recognise that all behaviours are a form of communication. Learners' behaviours are likely to change regularly and the reasons for these changes are infinite. Our primary intervention for positive behaviour support begins with an appropriately challenging and engaging curriculum.

We seek to create an environment in school that actively promotes and reinforces positive behaviour. As part of their preparation for adulthood, and to enable a fully inclusive and participation in society as well as making a positive contribution our learners need to be able to manage their own behaviour as much as they are able to and be supported by all staff to achieve this. Building in opportunities for developing independence lies at the heart of everything we do. We recognise that to become as independent as possible learners at Selworthy need to develop skills to regulate their emotions and manage their behaviour.

Learners present a wide variety of behaviours based on a whole range of variables. It is our role to respond appropriately at all times and employ a range of preventative and proactive approaches to minimise challenging behaviour and negate the necessity for reactive approaches. This is aligned to the 70:20:10 ratio as outlined in our positive behavioural approach.

## **Aims**

- To maintain a positive behaviour ethos and approach which recognises, values and responds to individual needs and promotes positive behaviour at all times
- For every learner to have access to a full, engaging and varied curriculum according to their needs
- For every learner to participate positively in all aspects of school life
- For staff and learners to develop knowledge of how to understand, support and guide their own behaviours
- To give learners a whole range of experiences, situations and environments to help them cope and process change and difference
- To ensure that learners have access to additional appropriate services and support when needed in a timely manner
- To ensure and promote consistency and continuity of approach for learners behaviour between school, home and other services through the use of the Positive Learning Plans
- To have a clear system for reporting and recording behaviour incidents
- To regularly analyse, reflect and respond to behaviour data

- To minimise the need for physical intervention through preventative and proactive approaches
- To have staff teams that are confident and capable of using physical interventions that promote their safety and that of the learners and are the least restrictive for the least amount of time
- To promote, build and develop learners' self-esteem at all times
- To keep all children and young people and staff as safe as possible
- To utilise a personalised approach which recognises the complexity and diversity of behaviour
- To recognise and implement a consistent response will increase the opportunities for promoting positive behaviour
- To promote independence and encourage as much intellectual, emotional, and healthy growth as possible, so that everyone can become lifelong learners
- To encourage the learners to take responsibility and understand the impact of their actions

### **Roles and responsibilities**

The governing body has the responsibility to:

- ensure that there is a Policy for Positive Behaviour Support in place and review its implementation annually

Senior leadership team have the responsibility to:

- review and approve this behaviour policy
- ensure that the school environment encourages positive behaviour and that staff support behaviour effectively, and will monitor how staff implement this policy to ensure consistency

All staff have the responsibility to:

- Work together to implement the Policy for Positive Behaviour Support
- Promote positive behaviour
- Contribute to a safe environment where individuals are encouraged to take responsibility for their own actions
- Provide a personalised approach to the specific behavioural needs of learners
- Model positive behaviour and set a good example
- Address and not ignore problem behaviour
- Promote independence at every opportunity
- Encourage, recognise, and reward effort made by all learners, regardless of age or ability

Teachers have the responsibility to:

- Make every effort to understand the function of behaviour and communicate this to their teams
- Work with their teams to promote consistency of approach within their groups
- Plan and deliver engaging lessons that are appropriate for the learners
- If necessary liaise with a line manager to devise strategies to manage repeated behaviour that challenges
- Create a set of group rules if developmentally appropriate for their group

Class teams have the responsibility to:

- Ensure the individual needs of learners are understood well and inform decisions made around behaviour management, teaching, and support
- Make sure they are familiar with behaviour strategies as stated on individual PLPs
- Make sure PLPs are up to date and followed closely
- Record all behaviour incidents
- Help learners follow the class rules, if a set exists for their group
- Treat each new day as a fresh start

## **Essential Knowledge & Practice**

### Curriculum

We believe an appropriately structured curriculum and effective and engaging, well-planned learning opportunities contribute to positive behaviour.

To promote this, we:

- Personalise all teaching and learning activities to meet every learners' needs
- Share clear objectives in lessons
- Provide regular feedback to the learners on their progress and achievements

Teaching should encourage enthusiasm and active participation for all. Lessons should develop the skills, knowledge and understanding that will enable the learners to work and plan in co-operation with others. Praise should be explicitly clear and be used to encourage positive behaviour as well as celebrate learning.

### Environment

Classrooms, as well as the rest of the school, should be organised to develop independence. Materials and resources should be arranged to aid

accessibility. Displays should help develop self-esteem by demonstrating the value of every individual's contribution. The school should be a welcoming environment that is accessible to all.

Class teams should ensure there is a high level of consistency when dealing with day to day tasks. Routines should be established in each class, appropriate to the needs of learners and should be consistently followed. Consistency and routines should be reinforced by the use of visual prompts in the classroom. Consistent class routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for the day – allowing them to learn how to self-regulate, engage with learning and manage their behaviours positively. This, long term, will lead to greater independence.

Routines must be explicitly taught for most activities. We should not assume learners know them. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning.

Each class should have a detailed class timetable that is referred to throughout the day. Some learners may need a more personalised approach and have their own individual timetables. Now and Next boards will be used in lessons for learners who require smaller steps in order to be able to follow what is expected of them, or for activities they find particularly challenging.

Class teams should also develop ways of supporting learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practised using appropriate visual resources to allow our learners to learn that changes can be managed in a positive manner.

The classroom environment will be kept tidy and clutter-free to minimise distractions and confusion for learners.

### Class rules

Some learners will benefit from having a set of class rules that will support positive behaviour. These rules should be:

- Few in number
- Where developmentally appropriate, developed and agreed with learners
- Communicated in a way that the learners can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to by class teams and support staff with learners.
- Appropriate to the developmental range of the learners
- Shared with SLT prior to implementation

### Communication

All behaviour is a form of communication. Communication underpins all learning and is an essential element of positive behaviour support. Selworthy School is

committed to providing a total communication environment where learners have access to their own means of communication throughout the school day. The school's commitment to this aim is exemplified in the employment of a dedicated Speech and Language Therapist.

Behaviour that challenges is often the result of a breakdown in communication. To support a learner that has become dysregulated or in distress, we should aim to understand the function of the behaviour, e.g. what is causing the learner to become distressed. Class teams need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively. These strategies need to be clearly stated in the PLPs. Class teams need to consider the following:

- Communication strategies and devices should work both ways: to give instructions but also to allow our learners to have a voice, make choices and express their needs
- That our children and young people often need time to process information
- Some of our children and young people have difficulty with verbal and non-verbal communication (body language)
- Difficulties in understanding facial expression and tone of voice
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulties in understanding their own emotions and how to tell an adult what they are feeling
- Difficulty in understanding other people's emotions
- Difficulty predicting what will/could happen next – this can cause anxiety
- Lack awareness of danger
- Needs to be prepared for changes and transitions
- Difficulty in coping in new or unfamiliar situations
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying

Class teams should use visual resources and other communication systems (e.g. signing) as:

- Visuals are permanent – spoken words disappear
- Visual allow time for language processing
- Visuals prepare learners for transitions allowing them to feel less anxious and self-regulate better
- Visuals help build independence, confidence and self-esteem
- Visuals are transferable between environments and people, e.g. between home and school, or when going on trips or visits off-site
- Visuals are helpful when children and young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour

### Sensory processing needs

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts
- Speak clearly, slowly and calmly, and give learners time to respond
- Learners sensory needs need to be assessed on an individual level, and a sensory diet should be provided when appropriate (movement breaks, chewy toys, fidget toys, adapted seating, vibrating pillows and toys, weighted vests and blankets, temperature etc.)
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings), so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better
- Monitor physical and emotional wellbeing of learners and recognise signals of being distressed, unwell, in pain or upset

### Positive Learning Plans

As part of our personalisation, every learner has a Positive Learning Plan (PLP) that is reviewed at least every term. These are written in collaboration with parent / carers, the class team and our dedicated Educational Psychologist and any other involved parties. All members of the class team are familiar with their learners' PLPs and they are readily available to read for new or temporary staff. PLPs identify a learner's likes and dislikes and document the preventative, proactive and reactive support strategies for known behaviours.

PLPs should be seen as working documents that may need frequent updating depending on the needs of the learners in each class. Class teams should refer back to their PLPs regularly to check they are up to date and represent the needs of each learner closely. PLPs should include a section on positive and ambitious behaviour expectations for learners, where appropriate. This may not be appropriate for all learners. Teachers will make a judgement on whether a PLP should include listed behaviour expectations. Behaviour expectations should be included in the proactive section of a PLP.

### Making choices and teaching appropriate behaviour

We are ambitious about expectations for our learners. We want our learners to become as independent as possible. To achieve this, it is vital to teach learners how to behave well. Positive behaviour has to be learned – so as a school we adopt procedures and practices that help learners to learn how to behave. Positive behaviour has to be modelled by all staff all of the time in their interaction with learners. Staff should choose from a range of strategies to teach appropriate



behaviour daily. Staff should teach appropriate behaviours to learners the same way you teach other things. Learning about appropriate behaviour should form part of the PSHE/RSHE curriculum. Staff should make this learning a part of everyday interactions, e.g. by talking about it, pointing it out, verbalising, modelling, rewarding it. Teaching good behaviour is also done through the use of structures and routines, school assemblies, and educational visits.

Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills.

Making choices helps our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see learners making a good choice. We link consequences to the choices they make, to help them make the best choice.

This communicates:

- Increases learners' sense of responsibility
- Regards mistakes as part of learning
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

#### Rewards, motivators and reinforcers

Rewards are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve or encourage in learners. Each learner will work on behaviours that are relevant and meaningful to them.

Staff can choose from a range of different rewards. Rewards will be personalised to each learner, and personal preferences, as well as dislikes, will be taken into account. For rewards to be effective, they need to be rewarding for the child. We should not make assumptions as to what might be a reward but should try to discover what each individual finds rewarding.

Some examples of rewards staff may choose for their students include:

- Descriptive praise
- Smiles, thumbs up, signing and symbols
- Displaying work
- Class stickers and stamps
- Reward time – choosing time. The time and amount should be agreed with the teacher beforehand.
- Reporting to senior staff, head of school/assistant principal to show work and receive a sticker
- Special responsibilities/privileges

- Phone call home to parents/carers
- Evidence for Learning – sharing evidence with parents

(This is not an exclusive list, staff can be creative when offering rewards and are encouraged to use rewards that are meaningful and motivating to the learners in their groups)

### Descriptive praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote. Staff have a duty to shape the behaviour of learners so that learners can improve and become the best they can be. Praise needs to be specific to be meaningful and reinforcing e.g. "I like how you used your communication book to tell me how you are feeling." "I liked that you asked for a break when you needed it"

"I noticed you were being a good friend by helping Sam"

"Thank you for coming back to your work so quickly" Descriptive praise supports behaviour for learning.

### Sanctions

At Selworthy, we do not believe sanctions are beneficial to positive behaviour support. We focus upon the natural consequences of learners' behaviour. These consequences will sometimes need to be explained to learners.

In some circumstances, especially if another learner or member of staff has been intentionally hurt, we will make a decision on a case by case basis to exclude for a fixed term, usually of one day. This decision is never made lightly, and we will subsequently hold a re-integration meeting and review the PLP to give the most supportive package to the individual to lessen the opportunities for reoccurrence of undesired behaviours. This may mean a referral to CAMHS or other services.

### Reparation

We believe that our learners should be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment. Where developmentally appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved. We may explain to the learners the impact their actions had on other people and give suggestions as to what they can do to make it better. We must remember that people need time to go back to baseline before any repair work can be done. This usually takes at least 20 minutes but can take much longer than that. Staff need to use their judgement and knowledge of the individual to establish when, if at all, repair work is possible.

### Continuous Professional Development

Personalised behaviour training is provided to the whole school at least once a year. We now have six accredited 'What's the Message' trainers which allows this to happen across all sites. We employ a dedicated Educational Psychologist and she regularly consults with parent/carers and staff, observes practice and learners to ensure their PLPs are meeting the needs of the learners. She is also able to deliver bespoke training to support positive behaviour.

### Support for Staff

We recognise the impact on wellbeing that physical and emotional challenges on staff can have. Staff are offered and encouraged to take part in supervision sessions run by the Head of Wellbeing and the Educational Psychologist. The incident recording forms also encourage debrief and reflection. After any significant incident, involved staff are encouraged and facilitated to take some time out and have an opportunity to debrief with a member of SLT.

Staff have access to a care and support package provided by Care First (<https://www.care-first.co.uk/>). Care First provide confidential, impartial advice and support 24 hours a day, 365 days a year. The service is free for staff to access whenever they need it. Care First offer telephone information and advice on things such as the workplace, family and personal or debt issues. They can also provide counselling sessions if required. They are completely independent, and although staff may be asked to identify their employer, there is absolutely no feedback on who has used the service or for what reasons.

The number for Care First is: 0800 174319

### Specific Interventions

We use a number of specific interventions throughout school. These require highly trained staff to act as a facilitator and champion. We employ specifically trained support staff to support the emotional wellbeing of learners. We also have access to a Trust pastoral lead who can support parents in managing behaviour and who can complete Early Help Assessments and chair TAC meetings when appropriate.

### Restrictive Physical Intervention

Selworthy School acknowledges that restrictive interventions have the potential to be overwhelming and distressing for everyone involved. Restraint, by its very nature, restricts a person's liberty. We recognise, however, that the use of restraint may be considered to be the least restrictive intervention in some specific cases where there is significant risk of harm to self, others or criminal damage.

Training is provided to staff with clear reference to supporting an overall human rights-based approach, focused on the minimisation of the use of restrictive interventions, and ensuring any use of restrictive interventions and other restrictive practices is rights-respecting.

Selworthy School intends to promote and train the principles that underpin the Six Core Strategies to restraint reduction (Huckshorn 2008) in the following ways:

- Leadership and culture
- Using data to inform practice
- Workforce development
- Providing personalised support
- Learner focus and involvement
- Continuous improvement

(See Appendix 4)

It is our aim to minimise the occasions where physical intervention is required and we are affiliated to the Restraint Reduction Network (<https://restraintreductionnetwork.org/>). For the vast majority of learners at Selworthy, physical interventions are never used; staff are trained to use alternative measures that help learners to de-escalate from exhibiting behaviours that challenge.

Occasionally, physical interventions are used to prevent learners harming themselves or others, or to prevent significant damage to property. All techniques that staff are trained in are BILD (<https://www.bild.org.uk/>) accredited, rely on biomechanics to be effective and are taught in accordance with What's the Message (<https://www.whatsthemessage.co.uk/>) training. Staff are explicitly taught that these are last resorts, should use the least amount of force for the least amount of time, and always be justified, reasonable and proportionate in accordance with the law. Only staff that may need to use the techniques are taught them. See appendix 2 for details of specific physical intervention techniques used.

On very rare occasions, the needs of a learner may go above and beyond the scope of the foundation level What's the Message training, in which case specific staff are given additional training designed to support the specific learner. As with all RPI training, we follow the principals of the Restraint Reduction Network:

*'Training must be person centred, focusing on the human rights of the person involved in the use of the restrictive intervention, preventing unlawful breaches of rights, and taking positive steps to protect rights. A person's wishes and feelings must be respected'.*

#### **Restraint Reduction Network (RRN) Training Standards 2019 (Ridley and Leitch)**

In extreme circumstances, the taught physical intervention techniques are unsuccessful in preventing learners harming themselves or others, or causing criminal damage. Staff may need to use reasonable force and follow Department for Education guidance (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>) when doing so.

The decision to employ any reasonable force is judged on an individual basis according to the needs and wellbeing of the learner in question. Staff will always try to avoid acting in a way that might cause injury. School senior leaders will be central to the debrief and reflection following any use of force.

## Reporting and Monitoring

- All behaviour incidents are recorded on IRIS.
- Incidents must be debriefed and signed off. Usually this is done by the class teacher but in some instances may be completed by another member of the class team or a member of the senior leadership team.
- SLT review all incidents and sign them off on IRIS .
- When an RPI is used, the incident will be debriefed by a member of the SLT.
- In the event that reasonable force beyond the taught WtM techniques is used, SLT will follow appropriate procedures.
- IRIS data is analysed at an individual and cohort level by SLT. Data is provided to LSC for discussion.

## Further Reading

The Equality Act 2010:

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

The United Nations Convention for the Rights of the Child:

<https://www.unicef.org.uk/wp-content/uploads/2016/08/unicef-convention-rights-child-uncrc.pdf>

What's the Message?:<https://www.whatsthemessage.co.uk/>


Restraint Reduction Network (RRN): <https://restraintreductionnetwork.org/>

British Institute of Learning Disabilities (BILD): <https://www.bild.org.uk/>

## Appendix 1: Positive Learning Plan

Confidential

### Positive Learning Plan

<b>Name:</b>		<b>Date:</b> <i>Date plan was last amended</i>	
		<b>My Birthday is:</b>	
		<b>About me:</b> <i>Personality and character</i>	
Likes and motivators			
Dislikes			
<b>Key Information</b>			
	Need	Guidance	
Medical	<i>Diagnosis</i>	<i>Special considerations/procedures for these needs</i>	
Medication	<i>Meds taken</i>	<i>Frequency, dose and timing (school/ at home)</i>	
Known triggers	<i>Named triggers</i>	<i>What is caused- seizure, escalation of behaviour etc</i>	
Early Warning Signs	<i>What is seen</i>	<i>What does it mean</i>	
Communication	<i>Main forms of communication</i>	<i>Any specialist equipment and when to use</i>	
Physical	<i>Physical abilities/limitations</i>	<i>Any specialist equipment and when to use</i>	
Sensory	<i>Sensory needs/ challenges</i>	<i>Any specialist equipment /items and when to use</i>	
Eating/ drinking	<i>Level of independence, dietary needs, risks</i>	<i>How to maximise independence</i>	
Toileting	<i>Level of independence, continence</i>	<i>How to maximise independence</i>	
Transport	<i>Seating considerations</i>	<i>Method of travel to school</i>	

External agencies	Involvement ?	Name(s)	Date of latest plan
SLT			
Physio			
OT			
EP			
Social worker			
Other?			

Reviewed: ENTER EACH DATE THAT PLAN IS UPDATED

**Supporting Name to get it right**

**PREVENTION (70%)**

<b>General:</b>	
<b>Specific strategies:</b>	
Communication	
Changes	
Transport	
Off site visits	
Transitions	

**DEESCALATION (20%)**

<b>Warning sign</b>	<b>Adult Response</b>
Eg Raised voice	<i>Strategies that have proved successful in the past</i>
Manic laughter	
Picking fingers	

**RAPID SUPPORT (10%)**

<b>Planned Physical Intervention</b>	<i>Which to use, any notes or exceptions</i>
<b>Behaviour</b>	<b>Support Strategies</b>
Eg Throwing things	<i>Best strategies to use eg empty room</i>
Breaking furniture	

Historic behaviours (through positive behaviour support have now been minimised.)
<i>List of behaviours that may have challenged in the past.</i>

Signatures

Teacher		Date
Class Team		Date
Behaviour lead		Date
Parent carer		Date
SLT		Date

## **Appendix 2: Restrictive Physical Intervention Techniques**

Selworthy School subscribe to the What's the Message programme of Positive Behaviour Support. Their core beliefs include commitment to a number of principals surrounding restrictive interventions, specifically that they should:

- use the least restrictive means to meet the immediate need;
- be for the shortest possible time;
- always be used as a last resort.

The taught techniques use 'C' shaped hands to prevent movement in limbs using specifically identified strong bones, such as those in the forearm. Hands are not used to grip limbs.

### Touch Support

Touch support is carried out by one or two trained adults to guide a learner from a harmful or potentially harmful situation. Minimum force is applied to the shoulder blade using the palm of the hand; force is ceased when there is no longer a risk.

### One Person Escort

A one person escort is carried out by one trained adult on a learner in a harmful or potentially harmful situation. The adult stands to the side of the learner and movement of their arms is restricted to prevent harm to the adult by holding the forearms. The hold is released when there is no longer a risk.

### Two Person Escort

A two person escort is carried out by two trained adults on a learner in a harmful or potentially harmful situation. The adults stand one on each side of the learner and movement of their arms is restricted to prevent harm to the adults by holding the forearms. When appropriate and possible, the adults may sit with the learner on a sofa or other similarly-sized seat. The hold is released when there is no longer a risk.

### Two Person Removal

A two person removal is carried out by two trained adults to remove a learner from a harmful or potentially harmful situation. The adults stand one on each side of the learner facing in the opposite direction to them. Movement of their arms is restricted to prevent harm to the adults by holding their forearms with one hand; the palm of the second hand is placed on the learner's shoulder blade. The adults walk the learner to a safe situation. The hold is released when there is no longer a risk.

### Bespoke Training

Where the above four techniques are proven to be insufficient at keeping learners and staff safe, and preventing criminal damage, we access bespoke What's the Message? training on advanced restrictive physical intervention techniques.

### Use of Reasonable Force



The Department for Education publish guidance intended to clarify the use of force in schools that includes these key points:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

When the taught holds do not meet the requirement of the harmful situation, school may choose to apply reasonable force to prevent harm or significant criminal damage.

### **Appendix 3 : Written statement of behaviour principles**

- Every learner has the right to feel safe, valued and respected, and learn free from the disruption of others.
- Behaviour is a form of communication and is not taken personally.
- All learners, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to learners at all times.
- Rewards and consequences are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by staff, and learners (where developmentally appropriate).
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in fixed-term exclusions.
- Behaviour can be changed by changing the consequences /rewards for that behaviour, and appropriate behaviours can be explicitly taught.
- Learners, as far as they are able, should be taught that behaviour is a choice which they can make; they should be presented with choices and consequences and given the time to think and make a good choice.
- No single strategy meets the needs of all learners; we provide a personalised approach. Expectations of each learner will therefore vary depending on their point in the learning process and their cognitive ability.
- Families are involved in behaviour strategies and incidents to foster good relationships between the school and learners' home life.

### **Appendix 4: Six Core Strategies to Restraint Reduction**

#### **Leadership and Culture:**

Our leadership will promote the values and mission of the organisation at all times and set the right tone and culture to support the pledge of restraint reduction. In addition, our management team will ensure staff, policies, and procedures are focussed on Positive Behaviour Support, thereby reducing the need for restrictive interventions.

**Using Data to Inform Practice:**

Selworthy will use data collection tools to measure the effectiveness of practice and efforts toward reducing incidents/restraint.

**Workforce Development:**

Our training programmes foster a culture of collaboration and cooperation among staff and clients. Selworthy SLT support staff by offering a range of tools, templates and strategies and look to establish a sustainable model of learning and development within the organisation.

**Providing Personalised Support:**

The central focus of our training and work practice is staff using prevention and deescalation techniques and restraint reduction tools to prevent the need for restrictive interventions. Physical intervention be used only as a last resort but this is only achievable if there is a full support plan in place based on our philosophy of 70 per cent proactive, 20% de-escalation and 10% reactive strategies. The emphasis, at all times, is that the least restrictive intervention is used at all possible times. Central to all of this are personalised care plans which, in turn, shapes person-specific support, treating people as unique individuals with specific needs.

**Learner Focus and Involvement:**

Selworthy place great emphasis on giving learners choices to help them manage their own behaviour. Empowering and listening to the individual during a challenging situation is essential to person-centred support, and learner involvement is an integral part of our debriefing process as well.

**Continuous Improvement (including Debriefing):**

The principle of post-incident review, support and learning is embedded within our work practice. Debriefing is a key tool for restraint reduction as it offers an opportunity to review what went well, and what did not go well, then make improvements based on this analysis.

These Six Core Strategies set out Selworthy School's commitment to, and our approach towards, a restraint reduction strategy that will permeate everything we do.