



**Melland
High School**

BRIGHT FUTURES EDUCATIONAL TRUST

Behaviour & Regulation Draft Policy

This is a Melland High School Draft Policy

Ratified by Governing Body:

Reviewed: June 2023

Next Review Date: October 2026

Behaviour & Regulation Policy

Date policy reviewed:	June 2023
Date policy finalised:	This is a 'Draft' policy to be completed and shared with all staff, students parents and governors Autumn 2023
People involved in writing this policy:	Senior Leadership Team, whole staff, students, parents/carers, Governors, Behaviour Consultant
People responsible:	Jill Cinan/Kevin Casey/ Ryan Shoesmith/ Colin Shepherd (Governor)
Display/availability:	Website, staff shared area.
Next review date:	To be completed Autumn Term 2023

Policy Objectives:

To provide guidance to staff, parents and carers, governors, and other stakeholders on how to support our students to become ready to learn by self-regulating, managing their own behaviour and feeling safe.

To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to students with severe and profound learning needs and complex behaviours at Melland High School.

To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs to inform quality practice and support of all students.

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KEY BELIEFS

Whole School Value – “Be the Best, that you can be”.

At Melland High School our Behaviour Policy reflects our insight and understanding of the complex needs of our students and how this contributes to their ability to self-regulate and manage their behaviour. Students are supported in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our students with complex layered needs. This includes students with Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Autism, Communication Disorders, Sensory Processing Needs, Physical Needs, and/or Social, Emotional Mental Health Needs.

We believe that behaviour which challenges always happen for a reason and might be the only way a student can communicate. Communicated behaviours may arise from a range of different triggers which are personal to the individual. Students who display, or are at risk of displaying, behaviours which challenge benefit from positive behavioural strategies, such as re-active and proactive interventions, specialised environmental adaptations, tailored and bespoke resources, staffing support ratios, including use of the Behaviour Support Team and multiagency collaboration. Strategies are regularly reviewed utilising behavioural analysis and may include the use of a behavioural consultant or other professionals. All strategies are shared amongst all relevant bodies using the Personal Intervention Strategy document, which can be found on the staff shared area. All documents are reviewed when appropriate and re-shared for up-to-date consistent approaches.

In certain circumstances some form of supportive physical intervention practice to ensure safety for all, may be utilised. Any physical intervention must be legally and ethically justified, be necessary to prevent serious harm and injury to all parties and be the least restrictive option used for the least amount of time. These support strategies will be carried out only by trained and informed members of our Behaviour Support Team and identified staff. In the case of an emergency where safety is impacted, staff will exercise professional judgement to fulfil their duty of care and ensure the safety of all parties. A debrief and review process will be undertaken to ensure all reasonable options have been explored and a log of the event will be stored in a legally secure and referenced document (the bound and numbered book).

At Melland High School we believe that:

- Students are entitled to a supportive and understanding environment to promote positive behaviour, self-regulation and reflection for all.
- Staff are role models for positive behaviour and interaction and provide a supportive approach to all expressions of needs and behaviour, without judgement.
- Behaviour is a means of communication - we ensure that all students are supported to communicate their needs safely and appropriately using their preferred communication

systems. All students have the opportunity to learn and develop other positive expressions of needs and behaviour, through staff support and role modelling.

- All strategies and support interventions are developmentally appropriate and consider the student's cognition and learning needs which impact on how they learn to regulate and manage their behaviour.
- Teachers and class teams are supported to learn and understand why our students become dysregulated, and to reflect on how/why it impacts on their behaviour. Staff work collectively with students, parents/carers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

Class teams support our students by:

- Creating and maintaining quality relationships by being mindful and reflecting on the quality of all relationships (See Dignity and Respect Policy).
- Reflecting and being committed to continuously improving the quality of our provision.
- Reflecting with parents/carers and other professionals so we are well-informed and have insight and understanding of the individual needs of all students.

By observing, gathering, and analysing data to ensure interventions are personalised, well informed and planned according to the needs of each individual within the context of their class, shared areas or within particular lessons both on-and off-site.

- Working in close partnership with students, parents and carers, and other professionals involved e.g., Behaviour Consultant, Educational Psychology, Occupational Therapy, School Nurse, Speech, and Language Therapy, CAHMS etc.
- Fostering an environment that supports opportunities for students to develop and grow within all areas of learning and personal development, including self-regulation and social interaction skills.

The supportive resources, interventions and learning opportunities may consist of:

- A variety of individualised and accessible modes of communication, within a Total Communication environment.
- Clear and realistic expectations.
- Rules and boundaries, appropriate to the individual student.
- Routines and structure.
- The language of choice.
- Rewards and logical consequences.
- Reparation – restorative justice approaches, wherever possible and appropriate.
- Descriptive praise.
- Fair and predictable responses to all expressions of behaviour.

We believe that:

Students are happy when their needs are understood and met allowing them to self-regulate and engage positively, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills.

Students are better able to regulate well when their needs are well met in school, at home and in the community.

How students express themselves gives us important information about how they are feeling. Students have a wide range of different communication styles, and many are pre-verbal and may use a range of communication methods, including Augmentative and Alternative Communication (AAC) systems, PECS, gesture, symbols and signing. Supporting students to effectively communicate is a very important way to promote self-regulation and empower students to be heard and have their needs met.

Students with profound and complex needs will need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.

All behavioural support systems are aspirational and consider the individual learning styles and needs of the student.

At Melland High School we encourage class teams to reflect on what maybe the underlying issues that drive or trigger behaviour in students, and to think about ways of responding to behaviour that challenges in a non-judgemental and supportive way. As a school we support class teams to develop their own emotional resilience through professional development and support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond, this may include behaviour consultant, Behaviour Support Team, Educational Psychologists, CAHMS, SALT, OT, Childrens'/Adults Services etc.

All staff must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improve practice, professional competence, and responsibility.

Supporting Self-Regulation and Positive Behaviour:

The Quality Of Our Relationships

- a) Our relationships with each other are supported and developed by our Dignity and Respect Guidelines. They provide a framework to help us to be always good models of behaviour for our students.
- b) The quality of our relationships with our students is crucial. Each adult is a significant adult for students and to foster successful, enabling relationships we need to:
 - Actively build trust and rapport with all students and young people.
 - Have high expectations for all students. When we demonstrate our belief in them, it supports them to succeed.
 - Treat students with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate.
 - Consider the function of the behaviour; why the student is behaving in this way and what need does it serve?
 - Identify the strengths of the student - identify these with the student, families and staff where possible and build on it. If a student is not able to do this, advocate for the student within the team or professional group.
 - Recognise and acknowledge your own mistakes - modelling this for the student will support and build trust and respect.
 - Name and manage your own emotional reactions to students' behaviour including the maintenance of positive emotions, body language, facial expression, tone of voice and eye contact. i.e., always demonstrate emotionally intelligent behaviour. Seek help if you are finding it difficult to manage your feelings about a student's behaviour. Always consider the 'change of face' approach in situations that challenge in that context, on that particular day.
 - Quietly but firmly hold appropriate boundaries for the students.
 - Seek support from wider professional networks to problem-solve behaviour that challenges. Never be afraid to ask for assistance and implement behaviour analysis strategies to promote reflective practice.
 - Be respectful to students; for example, do not talk about them over their heads or in front of other students.
 - Be non-judgemental about students' life experiences but use behavioural data to inform support strategies.

The quality of relationships with parents and carers. It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive Intervention Strategies (PIS's) are created/shared with parents and regularly reviewed. This includes any form of physical intervention that may be used to keep a student safe during the school day.

The quality of relationships with other professionals. It is important to ensure we work collaboratively with therapists and professionals when working with students to ensure their input into planning and strategies takes place e.g., speech and language therapist, occupational therapists or CAMHS. It is also the class team's responsibility to share any vital information or strategies with all staff to ensure consistency in approach and enable students to regulate and manage their behaviour in different contexts, lessons and environments.

The quality of our provision:

If we are able to meet each student at his/her point of need and development, it is more likely that challenging, harmful or self-injurious behaviour will decrease or stop.

To do this we need to:

- Understand triggers for behaviours. All behaviour has a purpose and reason for being expressed.
- Know how our students communicate including when they are presenting as dysregulated.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support them to de-escalate and return to a state of better regulation.

- Accurately assess and understand the students' needs by referring back to their EHCPs, One Page Profile, minutes from their Annual Reviews and PIS's.
- Plan to meet the student's range of needs specific to the plans drawn up by their professional group e.g., equipment, staffing, safe spaces, sensory needs and diets.
- Support the student to develop high levels of resilience and have high expectations for every student.
- Support students to develop high self-esteem, so that they believe that they can succeed.
- Provide frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the student to do.
- Know what motivates each student and use this as positive reinforcements, as appropriate.
- Deliver personalised learning to ensure that we meet each student at his/her point of development and learning.
- Where appropriate, include the students in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).
- Give the student feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise/reward the student often for their specific achievements.
- Consider the emotional effects of expressing behaviour and the de-escalation cycle and impact on processing.
- Recognise that students may need to access preferred and supportive calming spaces at any time, as appropriate e.g. Chill Out Room or Safe Space. All usage of Safe Spaces is to be recorded and logged for data analysis and review.
- Actively teach the students behaviour for learning
- Aspirations must be individual and ambitious for all.
- Aspirations should not be generic or prescriptive.
- School must be a safe place to make mistakes, it is the staffs responsibility to support and guide students, challenge behaviour in a constructive and reflective manner and support students to self-reflect, as appropriate.

ORGANISING THE CLASSROOM FOR EFFECTIVE COMMUNICATION AND BEHAVIOUR

The classroom environment should be developmentally supportive to facilitate and promote learning, whilst considering the sensory and emotional needs of all students.

Systems to support behaviour.

Observations, review, and behavioural assessment tools to support positive behaviour and inform strategic support, including:

- STAR Analysis
- Solution Circles
- Behaviour Logs
- Safe Space Logs
- Mood Trackers
- Motivation Assessment Scale II

Rules/Class contracts to support positive behaviour should be:

- Easily accessible and appropriate to the student audience.
- Where developmentally appropriate, agreed with students.
- Communicated in a way that the students 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 team.
- Appropriate to the activity/lesson and developmental range of the students.

Routines

Consistent class/lesson/activity routines support our students to understand expectations, manage anxiety, mentally and physically prepare themselves for their day - allowing them to learn how to self-regulate, engage with learning/activities, and manage their behaviours positively. This must be explicitly taught. The more consistent the routines are, the easier they are for students to follow.

Class teams reflect upon how they support students 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 practiced using appropriate visual resources to allow our students to learn that changes can be managed in a positive manner. Class teams are to use informed professional judgement on the breadth and depth of beneficial routine and structured support for all students. Considering when and how to change routines, in line with student needs in preparation for any planned or unavoidable changes.

Self-Regulation difficulties

Most of our students need support in developing their communication, social interaction and social imagination skills to develop effective self-regulation skills that enable them to positively manage their behaviour throughout the school day. To support a student that has become dysregulated or in distress we should aim to understand the function of the behaviour e.g., what is causing the student to become distressed. Class teams need to

have strategies in place to support students to express how they are feeling and how we can meet their needs proactively. Class teams need to consider the following and how it can impact on our students' ability to regulate and manage their behaviour positively:

Class teams need to consider the following:

- Communication strategies should work both ways: to give instructions but to also allow students to have a voice, make choices and express their needs.
- Students need time to process information.
- Some students have difficulty processing verbal and pre-verbal communication (body language). Supportive and non-threatening postures to be adopted at all times.
- Students may have difficulties in understanding facial expression and tone of voice.
- Students may have difficulties understanding, or consistently remembering generally accepted social rules and conventions.
- Students may have difficulties in understanding and experiencing their own and others' emotions.
- Students may have difficulties predicting what will could happen next - this can cause anxiety.
- Students may have a lack of awareness of danger.
- Students may need to be prepared for changes and transitions.
- Students may have difficulties in coping in new or unfamiliar situations for a variety of sensory, emotional or needs based reasons.
- Students may have difficulties with managing social expectations and/or interactions with peers including friendships and potential bullying.

Class teams should use a Total Communication approach.

A Total Communication approach may consist of strategic and measured use of visuals, which support:

- Visuals allow time for language processing and are tangible supports.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better. Visual timetables are accessible in all classrooms.
- 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 students have become dysregulated as they replace 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.

Visuals are accessed by all students at any level and can be personalised for appropriate use. **All** staff have a minimum range of visuals available with personalised additions used within specific class teams.

Sensory processing needs

Sensory processing difficulties can impact on students' 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 (written information, symbols, objects of reference etc.).
- Speak clearly, slowly, and calmly, and give students time to respond to verbal prompts.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding students' actions.
- Support students' sensory needs through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewies, fidget toys, adapted seating, vibrating pillows, weighted vests, ear defenders, temperature of student etc.).
- Teach students to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other students into account.
- Monitor physical and emotional well-being of students and recognise signals of being distressed, unwell, in pain or upset and share with wider staff teams and involved parties.
- Ensure safe spaces, Chill Out rooms, outdoor environments, defined sensory circuit spaces are available and equipment free.
- Are aware that enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

Understanding self-injurious behaviour

Self-injurious behaviour is defined as a student physically harming themselves. It's also referred to as self-harm. This might include but is not limited to: head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching, or pinching, forceful head shaking. Self-injurious behaviour is a form of expression and/or self-regulatory behaviour. Students are supported to manage their behaviour in a safe and supportive environment. Actions and strategies are implemented with reasonable and appropriate intervention to ensure safety for all. Staff are required to:

- Respond quickly and consistently when a student self-injures.
- Keep responses low key: Limit verbal comments, facial expressions and other displays of judgement.
- Speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: The student may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts - consider their sensory processing difficulties and diets.
- Redirect: Tell them what they need to do instead of the self-injurious behaviour,

- e.g., "hands down". Use visual cues such as picture symbols to support instructions.
- Provide appropriate and measured physical intervention using Team Teach strategies/ advice from PIS.
- Use redirection, distraction and/or motivating strategies to reduce incidences of self-injury, as appropriate.
- Use specialist resources and spaces as prescribed and refer to PIS for guidance. This may include helmets, use of safe spaces, chew support, ear defenders, weighted materials and compression support etc.

Rewards and logical consequences and responses.

Staff should consider:

- Individual rewards should be personalised.
- Tutor group time is an excellent time for reward sharing
- Offering praise instantly – reduce the wait for reward.
- Attendance awards are often impacted by factors out of the student's control.
- Rewards could be in class for instant rewards.
- Class dojo is rewarding for some groups/students.
- Make the rewards worthwhile.
- Should rewards be extrinsic? This is individual.
- Be aware that Rewards can create division and comparison between peers, impacting on self esteem which could result in greater expressions of behaviour that challenges
- Acknowledgement is a form of reward
- Rewards can be subjective.
- Descriptive praise.
- Certificates, stamps and stickers
- House points
- Communication with parents and carers to celebrate and share updates.
- Special responsibilities/privileges.

Rewards should be linked to positive choices and achievements. They focus on the specific behaviours we wish to improve and offer opportunities for extrinsic reward to work towards intrinsic motivation.

Logical Consequences and Responses

1. Staff must review what has happened in relation to any expressions of behaviour that challenges or raises concern. Was there anything that could have been done differently to support this student to manage? Staff must consider individual relationships, the environment, social, emotional, and mental health factors which may impact upon the situation and subsequent strategic support.
2. Staff must consider the underlying reason and need for the behaviour before a measured response is provided. It is important to support our students to link a specific behaviour with its logical and appropriate consequence, as developmentally appropriate.
3. The response needs to be a logical consequence, where appropriate, to support the students understanding of cause and effect, whilst appreciating and reflecting on the individual need for the behaviour, avoiding any development of shame and embarrassment which can in turn cause an increase of behaviour that challenges.

Restorative Approaches

At Melland High School we use Restorative Approaches when there has been harm caused to a relationship/s. This is done through mediation, reflection and agreed outcomes to help students respond appropriately to challenges and conflicts that have had a negative impact on a relationship/ s.

Five principles of Restorative Approaches, known as 'the 5 R's', are used at Melland High School to appropriate and measured levels, in relation to all individual circumstances and promoted as part of daily routines and language used by staff. These include:

- Relationship building
- Responsibility for actions
- Respect for all
- Repair
- Reintegration

To help students to understand and access the 5 R's when a relationship has been harmed, those involved will be invited to a restorative meeting. During the meeting students will be asked to share:

- What has happened from their perspective?
- What impact their decisions have had on others?
- What steps need to happen next?

To facilitate the process above and make a record of the restorative meeting and any actions and outcomes that have been generated, staff complete the '*Melland High School Record of Restorative Meeting*' form.

Whilst completing a restorative meeting, visual prompts are available for students for whom these would be beneficial.

Once a restorative meeting has taken place, a copy of the completed record form is provided to the identified lead staff (Mr Kevin Casey).

Zones of Regulation

At Melland High School we use the Zones of Regulation to support students to develop emotional awareness and, where appropriate, utilise the core vocabulary to support personal emotional literacy. This coincides with regulatory activities and strategies to support overall emotional wellbeing for all.

Zones of Regulation can be delivered with identified students as an intervention to support social, emotional and mental health support needs. Offering the core program alongside support from multidisciplinary teams, including Educational Psychology, SALT, OT and the Counselling Service, informs personal support strategies.

At Melland High School, students also access Zones of Regulation as a whole school ethos that promotes emotional understanding, in relation to all individual circumstances and promoted as part of daily routines and language used by all staff. These include:

- Emotion identification
- Core emotional vocabulary
- Respect for each emotion
- Understanding of each emotions function
- Regulation opportunities

To help students to understand and access the Zones of Regulation, students will access direct and discreet opportunities to explore their emotional states and share how they are feeling, in a manner developmentally appropriate to them. This may include:

- Identifying which Zone is being experienced.
- Opportunities to share with others in a safe and supportive environment.
- Support to navigate each emotional zone and self-regulate back to a comfortable state.

Relational Language and Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are positively reinforcing the behaviours we want to promote, e.g.

"Good listening"

"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."

"Thank you for coming back to your work so quickly".

"I can see you might be sad, can I help?"

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to intrinsic self-regulation. The use of descriptive praise is a feature of the school's language to support personal development.

Students with Exceptional Behavioural Needs.

The majority of students at the school will respond positively when class teams and support staff work within the guidelines of this policy but some of our students need additional support to self-regulate and manage their behaviour in a positive manner. All strategies may include collaboration with students, their parents, or carers, CAMHS professionals; a behaviour consultant and other professionals to deliver Positive Intervention Support plans. PIS is a person-centred approach to supporting people who display or are at risk of displaying behaviours which challenge. Information is reviewed, shared and promoted by all identified staff.

We do this by:

- Initially working in line with this Policy to inform and review strategic adjustments and/or next steps.
- Creating a Risk Assessment and Positive Intervention Support (PIS) detailing action to be taken when identified behaviour occurs. This is shared with the student, parent and other staff/professionals working with the student and is tailored to the specific needs of each student.
- Conducting multi-agency meetings to discuss complex cases, problem-solving, making additional referrals or reviewing current provision.
- Observations in a range of contexts, working with all involved parties to inform strategies.
- EP input including self-referrals and Drop – Ins for parents/carers and staff teams to collaboratively problem-solve.
- Reviewing health needs, with the school paediatrician and nurse, to ensure that the student is not in pain or unwell or to identify emerging needs that may be impacting on physical health, emotional wellbeing, and mental health.

- Reviewing routines and strategies with informed data analysis and observation which may include the use of a behaviour consultant.
- Drawing on additional resources from beyond the school, e.g., CAMHS, EP support, 42nd Street counselling, Children & Young People with Disabilities Service (Social Care) and medical specialists.
- Parental and carer support to implement changes in strategies and promote consistency of approaches.
- It involves understanding the reasons for the behaviour and considering the person as a whole - including their life history, physical health and emotional needs - to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting student's needs and teaching them new skills to replace the behaviours which challenge.

42nd Street

42nd Street is a Greater Manchester young people's mental health charity that provides confidential wellbeing services to students. At Melland high School, 42nd Street supports identified students with their emotional well-being and mental health by offering a choice of effective, creative, young person-centred and rights-based approaches. Support is offered to those experiencing difficulties with their mental health and emotional wellbeing, appropriate to their developmental needs.

To access the services of 42nd Street, referrals are made to the Personal Development Lead. If deemed supportive and appropriate, parental permission is required before 42nd Street involvement is conducted in a safe and supportive space, appropriate to the student's needs.

Bullying (Including Cyber-Bullying)

- We actively promote an environment of acceptance and tolerance, whilst understanding the need and reason behind all behaviours, including those which may be perceived as bullying.
- We acknowledge that some of our students may not fully understand how their behaviour impacts on others or be experienced and perceived as bullying.
- Reports of bullying should never be ignored, and all instances will be explored and treated with respect, for all involved parties.
- All instances of bullying must be recorded on SIMs.
- Parents and carers should be informed by the form tutor/HOD or relevant staff via telephone or in face-to-face meeting.
- Every instance needs to be addressed, in line with this policy, with each student being supported with restorative approaches, as appropriate and in line with the Dignity and Respect policy.
- Students need to be supported to develop appropriate level e-literacy so that they can keep themselves safe on-line and report cyber-bullying.
- Opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.

Further guidance is available in the school's **Anti-Bullying Policy and E-Safety Policy** which is available on request from the school.

Discriminatory Language/Incidents

- We actively promote an environment of acceptance and tolerance, although rare, incidents which include elements of racism, homophobia, sexism, or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community.
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team.
- They must be recorded appropriately on SIMs, including all follow-up action.
- Some students use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach students how to be respectful to each other.
- Depending on the nature of the incident a Prevent referral might need to be made to the designated safeguarding lead.

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

Restrictive Physical Intervention

Restrictive physical intervention is the positive application of sufficient force to ensure, by physical means alone, that a student does not cause injury either to him/herself, a member of staff, another student, or significant property damage.

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when reasonable, proportionate, and necessary.
- Should **only** be used if the student is putting himself/herself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the school's incident recording system SIMs and the Bound Book.
- An **Individual Risk Assessment and Positive Intervention Strategy** will need to be carried out - this might apply when an individual student needs physical interventions, using Team Teach strategies as a part of an on-going behaviour management plan.
- Class teams and support staff need to be able to establish the possible consequences of using a particular Team Teach method(s) of physical intervention when difficult behaviour occurs. We currently work with a behaviour consultant to deliver regular training to staff and specific class teams.
- Update the student's Positive Behaviour Plan including the Team Teach physical interventions which have been successful and share with relevant colleagues.
- If restraint is used, parents/carers need to be contacted before the student arrives home.
- Once the incident has been de-escalated and the student is regulating well again the class team need to consider which appropriate repair work needs to be done to offer a debrief for staff and maintain a positive relationship with the student.

See Physical Intervention Policy

Supporting Personal Liberties

All students always have access to their human rights. All support strategies are measured and proportional, in line with Team Teach principles, to ensure access to these rights and ensure safety for all. This includes the reasonable and measured responses that do not deprive any student of liberties. Deprivation of liberties may include:

- Seclusion
- Restriction of food or drink.
- Denied access to a toilet or personal care support.
- Prevented from leaving spaces or rooms unless to ensure the immediate safety of others.

All interventions should be necessary, proportionate and therefore constitutes reasonable.

In exceptional circumstances some students may require specialist equipment that has the function of restraint - this would include specialist seating, protective helmets and weighted or deep pressure materials. These students will have had specific recommendation from their medical and health teams before school-based use.

Corporal Punishment

Corporal punishment is defined as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Corporal punishment is illegal and is never used at the school in any circumstance or by any member of staff.

Supportive Touch

Supportive touch provides reassurance and requires compliance. supportive touch may be used, appropriately, to support students e.g., hand on shoulder, hand holding, high five etc. Students with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles and form part of their sensory diets. All supportive touch is used appropriately and within personal and developmental context of the individual and within their personal boundaries.

Monitoring

We need consistent behaviour management throughout the school, adapted to the developmentally appropriate level of the student; this is partly achieved via monitoring and reflection. All instances of behaviour that challenges should be recorded on SIMs.

Exclusions

Fixed term exclusions

We do not believe that exclusions are the most effective way to support students with SEND, and we will always try to adapt and personalise provision for all our students in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a student for a fixed time period and this would always be considered very carefully.

Decisions to exclude students are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the student and allow for the school to make reasonable adjustments for the successful return of the student, this may include risk assessing, intervention strategies, multiagency support and parent/carer liaison.

Exclusions can also be managed internally, and a student may be removed from class for a fixed period.

Permanent Exclusions

In the event that Melland High School is not able to meet the needs of an individual student, we will always aim to work with the student's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Students.

Appendix 1: PHYSICAL INTERVENTION (See, Bright Futures Use of reasonable force policy)

Physical Intervention

The intention of the policy is to enable all staff to promote the acquisition of positive behaviour in all students.

No policy or set of guidelines can prepare staff for all the difficult situations that may arise, and staff will be expected to make judgements which are professional and legitimate. This policy aims to provide a clear ethos and structure within which these judgements can be made.

This policy applies to all staff equally.

This policy is fundamental to meeting the needs of our students and should be read in conjunction with other central policy documents.

The governing body has overall responsibility for the policy. The headteacher is responsible for overall management of the policy, but the responsibility for the day to day implementation rests with all staff.

Preventative Approaches

The teaching and learning approaches we adopt are fundamental in addressing behaviour that challenges. The development of good communication skills and the careful management of the environment are essential in minimizing the incidences and impact of challenging behaviours.

We believe that positive behaviour needs to be encouraged and will seek to:-

- Get to know each student well - a strong relationship based on trust and respect is one of the most effective preventative measures
- Value all students and have high expectations of them
- Provide a consistent approach, set clear boundaries and manage change such that the environment is secure, stable and predictable
- Communicate clearly - students need to know what is expected of them
- Teach by example - provide positive role models and relationships based on respect and dignity
- Establish a child-centred curriculum where activities are motivating and appropriate to the students age and ability and little opportunity exists for boredom
- Develop positive self-images and self-esteem
- Provide choices and opportunity for self-initiated activities
- Establish positive group dynamics and class rules (devised where possible by or with the involvement of the students)
- Teach students positive ways to communicate their needs and feelings
- Give time to listen and respond
- Respond thoughtfully to student communications and acknowledge their feelings - it may be unreasonable to kick or bite, but is not unreasonable to feel angry or unhappy
- Provide students with feedback on their behaviour:
- give praise and rewards

- Notice and respond when students are being helpful or constructive or friendly or just quiet and co-operative.
- Encourage students to monitor their own behaviour
- Use non-confrontational approaches in our words and body language
- Teach positive alternatives - “have you tried this” rather than “don’t do that”
- Offer students the opportunity to start again when things have gone wrong
- Provide space and opportunity for honourable exits and stand-downs in difficult situations, try to make sure there are gains in getting out of conflict
- Avoid direct confrontation and try to diffuse the situation wherever possible - try distraction or compromise or change the staff dealing with the situation
- Keep self-control - walk away from a situation if you feel you are losing control and ask for help.

Examples of Circumstances in Which Restraint Might Be Used

Restraint is defined as the use of overpowering force. All instances of reasonable restraint practice, in line with Team Teach principles, are only to be used when:

- There is significant risk of potential harm to self.
- There is significant risk of potential harm to others.
- There is significant damage to the environment.

Acceptable forms of physical intervention:

All acceptable forms of physical intervention are used within Team Teach principles and procedures.

During the exercise of physical intervention staff must:

- Use only minimum physical force and contact only when necessary.
- Use only such force for the minimum period necessary.
- Keep talking to the student to try to calm the situation, using de-escalation strategies.
- Regulation one’s own emotions and remain professionally calm.
- Seek to avoid any injury to the student and themselves.
- Cease the use of physical intervention as soon as safety is re-established.

Melland High School Expectations:

The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, diffusion and negotiation to respond to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, will be dealt with under school disciplinary procedures.

Risk Assessment and planning for use of restrictive physical interventions.

All identified behaviours necessitating use of physical intervention should be formally risked assessed. The resulting risk management strategy must be compatible with a positive intervention strategy. Planned use of physical intervention must be clearly shown to be in keeping with the students statement and his/her Individual Learning Plan. It should be properly documented within school records.

All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a student, and the use of force to restrict movement or to disengage from students whose behaviour presents a clear risk of injury.

All restrictive physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named student. If you have any queries in this matter, please see Mrs Jillian Cinan or Mr. Kevin Casey, Mr. Ryan Shoesmith or Mr. Dean Beddows. If you feel that restrictive physical intervention may be necessary, send for the behaviour support team before the behaviour escalates.

All physical intervention strategies should be agreed in partnership with the student, his/her parents/carers and other statutory agencies working with the student. This is especially the case when children are looked after by the local authority, in respite care, or cared for by other with legal responsibility in order to ensure that there is a consistent approach to the use of force in and out of school.

In the events of disputes over, or concerns about, techniques and methods being considered, an interim school strategy should be agreed, and the matter referred to the LEA. If necessary, adjudication might be offered by an independent officer nominated by the local Area Child Protection Committee.

This policy was written with the help of:

Swiss Cottage

Mr. M Glazebrook (Behaviour Consultant)

Dr. R Smith (Educational Psychologist)

All members of the Melland High School Staff Team