

Wyvern Academy

*A company limited by
guarantee, registered in England and Wales. No 8123602*



BEHAVIOUR MANAGEMENT POLICY

Review of Policy: Autumn 2023

Members of staff responsible: Deputy Head Teacher

Policy History: Approved

Description of Policy Formation and Consultation Process

People involved: Deputy Head Teacher
H&S Committee
FTB

Signed by Chair of Trustees: _____

Date: 24.11.23

Date for Review: Autumn 2024

Wyvern Academy

Behaviour Management Policy including information relating to the use of Physical Intervention and Restrictive Physical Intervention.

Further documents attached as appendices:

Policy on the use of safe spaces within the academy.

Policy on the use of protective equipment.

Wyvern Anti-bullying policy

Review: Sept 14

Review: January 16

Review: Sept to Dec 17

Review: May 18

Review: Sept 20

Review: Sept 21

Review: October 2022

Review: November 2023

Wyvern Academy Behaviour Management and Physical Interventions Policy.

Contents:

1) Introduction	4
2) Understanding behaviour	9
3) Legislation and Documentation.....	12
4) How staff should respond to behaviour_	15
5) School management issues.....	23
6) The support network.....	25
7) References.....	27
8) Appendices.....	28

Introduction:

This policy reflects the values, ethos and philosophy of Wyvern Academy in relation to behaviour support. It establishes the procedures in place when working with pupils with behaviour needs at Wyvern Academy, and the organisation of specific arrangements. This policy includes guidance relating to the use of physical interventions and restrictive physical interventions at Wyvern Academy.

This Policy should be read in conjunction with other related policy documents including:

- Wyvern Academy Anti-bullying policy
- Wyvern Academy Touch policy.
- Policy on the use of safe spaces within the academy.
- Policy on the use of protective equipment.
- The child protection policy.

The implementation of this policy is the responsibility of all staff.

Wyvern Academy provides behaviour support training for all staff. All staff receive training in Therapeutic Thinking which sets out the schools ethos towards supporting children's behaviour and also contains some practical elements exploring the use physical intervention to support rather than control behaviour.

"Principles of restrictive physical intervention" training is delivered to key staff working with key pupils whose behaviour risk assessment identifies that staff may need to be trained in restrictive physical intervention (RPI) in order to help manage dangerous behaviour episodes. Principles of RPI training is only delivered where an **"audit of need"** has been completed and that it is agreed that selected techniques may be appropriate.

Wyvern Academy is committed to reducing all restrictive physical intervention and aspires to be a restraint free environment.

This policy has also referenced 'Use of reasonable force-Advice for Head Teachers, staff and governing bodies (July 2013) and 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings', February 2022.

Reviewing documentation and procedures.

This policy is agreed and adopted by the board of Trustees for Wyvern academy, it is reviewed annually.

The policy will be provided to all staff and a record will be maintained documenting that they have read and understood the policy and are committed to working within the bounds of the policy. Staff are required to raise any concerns that they have in relation to the content of the policy.

The policy will be provided to the Education Safeguarding Standards Advisor, who will also be invited into the school for a more detailed discussion of our practices.

Children's rights:

Children's rights are fundamental to our work at Wyvern and particularly pertinent in relation to this policy. These rights are set out in "The UN Convention on the Rights of the Child" (1989)

The following Articles have been selected as of key importance to the area of behaviour management.

- That the best interests of the child must always be a primary consideration. (Article 3)
- That children's views must be taken into account in all matters affecting them. (Article 12)
- All children have a right to relax and play, and to join a wide range of activities. (Article 31)

Taken from "What rights?" Leaflet, <http://www.unicef.org.uk> and "The second report to the committee on the rights of the child by the United Kingdom" (1999).

Context

All the pupils who attend Wyvern Academy have severe or profound and multiple learning difficulties. Many pupils also have a diagnosis of autistic spectrum disorder. As a result pupils at Wyvern experience impediments to their learning and functioning, including in the areas of communication and learning the conventions of society. It is recognised that, some pupils require structured support and additional guidance or supervision in order to enable them to live full lives in spite of cognitive, communication, emotional and / or behavioural difficulties.

At Wyvern Academy, every member of staff shares a responsibility to support pupils to demonstrate behaviours that enable fulfilling relationships and full participation in learning activities. This policy explains the philosophy and practices of the school in meeting the needs of learners who display behaviours that are difficult to manage and may increase the risk of harm. It is the duty of all staff to follow all policies, guidelines, reporting procedures, as well as specific individual risk management plans relating to promoting positive behaviour.

Vision

- To prepare our young people for the lives they are going to live.
- To support our families.
- To help make the world a better place for people with disabilities.

Intentions of this policy

We intend to: for our pupils to:

- Provide an environment where pupils feel confident, safe, happy, independent, respected, and to treat others with respect
- nurture a sense of wonder about the world, to feel included, and to have a sense of belonging
- have developed the knowledge and skills to be able to succeed in achieving inspirational and challenging goals
- have had the experiences and relationships that lead towards their goals

Our commitment to following a supportive therapeutic behaviour management approach is an integral part of each of these aims.

Understanding the diversity of needs is essential to providing the individualised behaviour support approaches that our pupils need.

Helping our pupils to develop pro-social behaviours is a key part of reaching their maximum potential.

Our success in promoting the development of pro-social behaviours has a huge impact on the success of transition into adult life.

At Wyvern Academy we recognise that the learning process is about the quality of relationships and that young people learn better when they have a positive relationship with the person imparting information, knowledge or who is providing support. Children must be able to trust the people teaching them. They have to work with them rather than against them. Children learn best as a result of being interested and engaged in their learning. In order to ensure that this is most likely to be the case staff at Wyvern must ensure that behaviour management strategies:

- Ensure that children are respected and that we strive to understand their feelings.
- Recognise the cognitive level of individual children and the fact that, where they do not understand our intentions, we risk creating fear and frustration.
- Respect the dignity of the child and do not place them in a position where they might feel belittled or humiliated.
- Maintain a focus on ensuring that learning is fun and engaging.

Key areas of learning

The key areas of learning at Wyvern Academy relate to the development of:

Communication, language and literacy

Independent living skills

Personal, social and emotional education

Physical and sensory development

Supporting pupils with severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) whose behaviour can place themselves and others at risk of harm.

The vast majority of young people assessed as having SLD or PMLD will have problems with:

Communication.

Short and long term memory

Maintaining concentration

Understanding abstract concepts

Many will have difficulties with:

Establishing and maintaining effective and meaningful relationships.

Understanding the effect their actions might have upon others.

When planning and supporting pupils with SLD or PMLD it is important that adults consider that:

There will always be a reason or purpose behind any behaviour that others find difficult and which can place the young person as well as other people at risk.

It is the responsibility of those adults working to support the child or young person, to try to understand the motivation behind the behaviour; to try to interpret the behaviour from the young person's point of view.

Children and young adults with SLD or PMLD are likely to experience more adult control in their lives than other children. Non-compliant behaviour can often become the most accessible means breaking away from that control and, as a result, the act of being non-compliant can become a goal in itself. In order to reduce the chance of this happening staff must strive to promote independence and choice as much as possible.

Functional analysis of behaviour.

Understanding the root causes of behaviour is key. Records should be completed and analysed in order to better understand behaviours and plan more effective proactive and reactive responses.

The function of behaviours can be classified into four main groups:

Achieving tangibles

Achieving attention

Escape/avoidance

Resolve unmet sensory need.

Adults planning to support the person must try to find more appropriate means for the person to meet these needs.

Supporting pupils with Autistic Spectrum Disorder (ASD)

Pupils with Autistic Spectrum Disorder (ASD) may have a different perception of the world and its meaning. Their behaviour is a reflection of their difficulties in understanding the complexity of "ordinary life." ASD is characterized by impairments in relation to social communication, social imagination and social interaction.

Many will have complex sensory needs

Many will experience high levels of anxiety.

Most will encounter difficulties understanding and accepting change.

They may experience problems in meeting and communicating basic needs such as hunger, thirst, pain and discomfort.

Additionally it is important to be aware that they may not understand the school dynamic and our relative roles within it. Staff often assume that children have an awareness of the hierarchical structure within a school, i.e. that the adults are in charge and that the children are expected to follow direction. As a result of their social and communication impairments children with autism may not understand or appreciate this paradigm.

Attempts to direct them can result in confusion and upset, leading to difficult behaviour. Over the long term this can lead to children with autism learning to perceive staff as a negative aspect of their lives and something to be resisted. Clearly this is an undesirable outcome and so it is very important that staff avoid approaches that can be perceived as being overly controlling.

Staff should always have consideration for how their actions are perceived by the pupil – do they understand what you are doing or why you are doing it? This requires careful judgement and balance, particularly as, ultimately, staff do need to be able to maintain oversight and safe management of the classroom environment.

Supporting pupils with PDA (Pathological demand avoidance) diagnosis or traits

PDA is a sub group of ASD. As is described above, children with PDA struggle to understand the interactions of other people in their world. In cases of PDA the anxiety caused by these misunderstandings is even more pronounced. Children with PDA find perceived attempts to control them extremely upsetting and, as a result, they have significant anxiety around the perception that others may attempt to control them. Directing children with PDA can lead to escalation in behaviours and significant damage to trust and relationships.

Children with PDA need to be provided with a safe environment for learning, where engaging activities are provided and the child is given the opportunity to make their own choice about whether to participate or not. Forcing participation results in a breakdown in trust and an increase in suspicion of adults. Success with these very vulnerable children is to build trust by showing them that you want to work with them but that you are not trying to control them.

Wyvern Curriculum Pathways.

Wyvern has 4 curriculum pathways.

- EYFS
- Pre-formal
- Semi-formal

- Nurture

The **IEP** (Individual Education Plan) is a central focus for each of these curriculum pathways. Priorities for learning are drawn from the pupils **EHCP** (Education health and care plan) and targeted in their termly **IEP's**.

Wyvern recognises that engagement is key to securing effective learning. The **engagement profile** is used to inform analysis of children's engagement. It is a requirement that the engagement profile is used for pupils in the EYFS, pre-formal and nurture curriculum pathways.

EYFS

Children in the early year's phase of the school have a curriculum that is informed by the Early years foundation stage profile.

Play, exploration and developing communication are central to this curriculum.

Children are encouraged:

- to become active learners and explorers
- to be able to engage with new experiences
- to develop the skills to be able to work co-operatively with their peers and the adults around them
- to become comfortable and confident in relation to the routines of daily life at school.

Pre-formal

Some pupils are not yet ready for subject specific learning.

These pupils have not yet developed the pre-requisite skills for subject specific learning. It is likely these pupils have profound and multiple learning difficulties. They will have profound cognitive delay, significant communication difficulties and they may also have significant challenges in sensory processing, fine and/or gross motor movement and may have significant additional medical needs.

Nurture.

Pupils on the nurture curriculum are also not yet ready for subject specific learning or may, at times, not be able to engage with subject specific learning. Pupils on the nurture curriculum may have social, emotional and/or mental health needs that prevent them from being able to engage effectively with adult led activities.

Alternatively, the complexity of their autism may mean that they don't understand the expectations of the semi-formal curriculum or the adults working with them, and as a result, may find themselves more frequently in opposition to those adults or seeking to escape them.

It may also be the case that some autistic pupils may have obsessions/ritualistic behaviours that are so overpowering that they are not able to attend to or engage with other adult led activities.

The principle goals of the nurture curriculum are:

- building strong, positive relationships with staff
- building trust and security
- improving receptive and expressive communication
- developing co-operative play and participation in activities
- developing the ability to follow structures and routines

Semi-formal

Pupils working on the semi-formal curriculum are working at a subject specific level.

They have developed the ability to engage in adult led activities and will actively participate in normal planned classroom activities.

Understanding behaviour.

It is important to differentiate between the child and the behaviour. We recognise that anti-social behaviours arise from negative feelings and experiences. Our goal is to change the life experience of the child for the better so that they are more likely to exhibit pro-social behaviours.

Anxiety mapping and predict prevent plans.

Anxiety mapping is an exercise that helps us to document features of a pupil's experience that they might struggle to cope with or without, i.e. they cause anxiety or the pupil has developed a dependence.

Identifying these features allows us to develop a plan (**Predict prevent plan**) to document the agreed differentiated responses for identified risks and/or dependencies. Anxiety mapping exercises should gather information from the full range of sources including the views of parents and staff as well as reviewing behaviour data to ensure assessments are well informed and grounded in the evidence.

Roots and Fruits

The *Therapeutic Thinking* training approach advocates the use of an exercise called roots and fruits. Roots and fruits analysis requires a complete consideration of all of the factors that are within a child's experience and their potential to positively or negatively influence the child's disposition towards anti-social or pro-social behaviours. The roots and fruits exercise is an excellent tool for exploring a dialogue around a pupil's behaviour and should be the first consideration of any group wishing to better understand a pupil and their behaviour difficulties.

Responding to moderate behaviours.

The vast majority of behaviours that staff will encounter will be moderate behaviours. Behaviours that may be difficult to some degree but they do not present a significant risk to anyone other than inconvenience and disruption. As a general rule staff should resist the urge to step in and impose control on these situations. **"All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies."** – *Therapeutic Thinking example policy statement*.

Very often it is the attempt to impose this control that results in escalation of the behaviour. This imposition of control also reinforces oppositional perceptions that staff and school are to be worked against rather than with, that they are being coerced into their education rather than choosing to participate. There is a very real danger that, over the longer term, these approaches result in pupils who become entrenched in an oppositional relationship with school and staff.

The *Therapeutic Thinking* approach to behaviour management encourages staff to give their focus/attention to situations that we want to promote. Staff can give the oxygen of their attention to children that are working productively rather than giving the oxygen to behaviours that we would rather see diminish. Staff are encouraged to "ride the wave", i.e. ride out the behaviour, if possible. Obviously, this is not an approach that can be employed for behaviours that are dangerous or behaviours that are just likely to escalate without adult intervention.

The *Therapeutic Thinking* approach also advocates the use of de-escalating scripts to help staff communicate with children when they are anxious. It also advocates the use of positive phrasing when communicating with children, i.e. rather than saying "stop running" it is more positive to say "walk with me to..."

These behaviours may also be indicative of an unmet sensory need or anxiety. Pupils should be given processing time, rather than rushing in to redirect the behaviour. It may also be effective for staff to offer sensory interventions that are known to reduce anxiety for the pupil, e.g. deep pressure.

Self-image and self-esteem.

Positive or negative self-esteem will have a huge effect on the development of difficult behaviours. Low self-esteem is often a significant contributory factor in the

development of difficult behaviours. Negative responses such as labelling or exclusion will further contribute to low self-esteem.

Children with difficult behaviours tend to receive more negative feedback than positive and so they are often the children most likely to be at risk of developing low self-esteem. (Long, Developing self-esteem through positive entrapment for pupils facing emotional and behavioural difficulties.)

It is often the case that children with low self-esteem will seek adult attention. An interaction that has resulted in undesirable behaviour may have started out as an attempt to gain positive attention, however, when that failed to develop, the resulting disappointment can sometimes trigger behaviours that are much more likely to achieve negative responses (negative responses are often better than no response at all). Staff must remember that every interaction will contribute to gains or losses in self-esteem. The following is a list of core behaviours for teachers designed to help children to develop positive self-esteem. (Taken from Long & Fogell)

- Take a long term perspective.
- Find the positive changes.
- Show faith.
- Build self-respect.
- Recognise effort and improvement.
- Focus on strengths and assets.
- Build on existing strengths.
- Use small steps to ensure success.
- Make praise appropriate.
- Record successes.
- Look for novelty.
- Catch them being good.
- Help them find their skills.
- Have fun.
- Make trying safe.

Behaviour as communication.

It is essential, when trying to address difficult behaviours that staff try to understand the behaviour from the child's perspective. They must ask themselves questions such as,

- why does this behaviour happen?
- when is the behaviour likely to happen?
- how has this behaviour developed?
- what does the behaviour achieve for the child?
- are there any apparent triggers?
- are there any environmental factors that make this behaviour more likely?
- are there any sensory issues that need to be addressed?
- how can we teach them a different way of interacting?

Answers to these questions can help us to understand what the behaviour is communicating indirectly.

Staff should be encouraged not to make assumptions about behaviours. There is usually an easy assumption to be made about why a particular behaviour happens, however, staff need to be aware that the behaviour is very often much more complex than they first appreciate. Observations and recordings will be invaluable in helping staff to analyse behaviours (see documentation section, below).

Staff behaviour also communicates messages.

It is also important that we consider what messages our behaviour communicates to children. It is not always the message that we intend to communicate. Once again, staff need to be aware of the child's perspective.

Children will infer meaning from:

- Our tone of voice

- Our body language
- Gestures that we use
- The speed at which we talk
- Our facial expressions
- Contextual cues

and many other factors. We want our behaviour and our communication style to communicate the impression that we are calm and we are able to help them.

Behaviour often develops as a result of frustration at not being able to successfully communicate a desire, or not understanding why their request has been denied when they have clearly communicated their desire.

Staff should always ensure that children have the facility to ask for things that they want. It may be the case that staff need to decline a request for an object or activity, but explaining it is not time for something or something will happen after... allows the child to feel their request has been heard. Not allowing the child to ask the question (e.g. removing the symbol for an unavailable object) results in frustration and drives the child towards communicating through behaviour. Staff should always endeavour to create the opportunity to hear what the child has to say, even if they know they can't give the requested item/activity.

Communicating the right message.

It is also important to be aware of the messages that your responses may communicate to the rest of the class. The other children will learn to respond to difficult behaviours by watching how you and the other staff respond. If you show frightened, angry, or confrontational responses to behaviours, the other children will learn to do the same. In order to encourage children to be understanding and supportive towards their peer's difficult behaviours then it is important that the staff are able to be understanding and supportive in their responses.

Legislation

The Head teacher is responsible for drawing up a whole school behaviour management policy and maintaining a register of staff authorised to use physical interventions (**Circular 10/98**). At Wyvern the responsibility of writing and reviewing the behaviour management policy has been delegated to the Deputy head teacher.

Teachers should be aware of the following statement from Part XI – Conditions of employment of teachers, Section 39.7 Discipline, Health and Safety, cited within teacher contracts.

“Maintaining good order and discipline among pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.”

Other legal considerations staff need to be aware of:

- Where force is applied it should be done in a manner that attempts to **reduce** rather than **provoke**.
- Numbers of staff involved should be the **minimum** necessary to restrain, whilst minimising injury.
- The more serious the danger, the greater the degree of force which may be used to avoid such danger.
- Use of reasonable force: Wherever practical retreat/break-away should always be the first consideration.
- What constitutes “reasonable” will always be a matter of personal and professional judgement that will need to be justified, reported, recorded and evaluated.

Negligence

Staff also need to be aware of what constitutes negligence. **Negligence has 3 main elements.**

- An established duty of care that is owed.
- A breach of that duty.
- Any ensuing damage/injury related to that breach.

To take no action, where the outcome is that a child injures himself, or another, including staff could be seen as negligence. (Omission)

Circular 10/98

The most significant piece of legislation for us to be aware of as a school is **Section (550A) in the 1996 Education Bill** – powers of staff to use reasonable force to restrain pupils. More specifically **circular 10/98** – the use of force to control or restrain pupils.

Circular (10/98) discusses:

- The meaning of and circumstances where “Reasonable Force” might be necessary or appropriate.
- Factors the staff should bear in mind when deciding whether to intervene.
- The importance of schools having a clear policy and recording, reporting process about the use of force.

Circular (10/98) also specifies that it does **not** authorise corporal punishment.

Staff should **not** act in a way that might reasonably be expected to cause injury.

Staff should **not** slap, punch, kick or trip a pupil.

Staff should **not** twist or force limbs against joints.

Staff should **not** indecently touch, hold or pull a pupil by the ear or hair.

Staff should **not**, other than in exceptional circumstance, use reasonable force to hold a pupil face down on the ground.

Circular (10/98) also outlines three broad categories in which it may be appropriate for staff to physically intervene with a child.

- 1. Action due to imminent risk of injury.**
- 2. Action due to developing risk of injury or significant damage to property.**
- 3. Action where a pupil is behaving in a way that is compromising good order and discipline.***

(*At Wyvern Academy “behaving in a way that is compromising good order and discipline” is not deemed sufficient grounds for the use of restraint (RPI). Use of force – restraint (RPI) should only be used where there is a risk of harm that cannot be managed in another way, or where significant damage to property or a crime is being committed and the risk cannot be mitigated with another strategy.)

Use of force. Advice for Head teachers, staff and Governing bodies (July 2013)

It reinforce the principles set out in circular 10/98.

- **Key points:**
- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power
- It is always unlawful to use force as a punishment.
- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.
- It is good practice to set out in the behaviour policy, the circumstances in which force might be used.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs.
- Schools should **not** have a ‘no contact’ policy.
- There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents.
- It is up to schools to decide whether it is appropriate to report the use of force to parents.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Further legislation that staff should be aware of include the **Health and safety at Work Acts and Regulations.**

Health and Safety at Work Act 1974

The **Health and Safety at Work Act 1974** states:

- That the Local Authority should “provide such supervision, instruction and training as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of employees.” (section 2(2)c)
- That employees take reasonable care of themselves and others who could be affected by what they do or don't do. – Section 7(a)
- That employees co-operate with their employer to ensure health and safety duties and requirements are complied with – Section 7(b)

Management of Health and safety at Work – Operative 1st January 1993 states:

Local management:

- To introduce and maintain effective planning, organisation, control and monitoring arrangements – Regulation 4
- Have in place written procedures for danger areas and emergencies involving physical attack which could lead to injury of staff or others. – Regulation 7

Employees:

- Report to their employer or Health and Safety Adviser any matter in which safety is compromised and any shortcomings in the health and safety system. - Regulation 12

Documentation.

There is considerable legislation that establishes when we can or should intervene, and how we should intervene. In any situation **the best interests of the child are of always the paramount concern** and any action taken should be able to be shown as in their best interests.

In the event that a complaint is made against the school, or an individual, or an individual member of staff makes a complaint against the school, a judgement will be made following an examination of the evidence contained within the documentation that we are able to provide.

It is essential that any incident involving the use of restrictive physical intervention be recorded on the appropriate format (both the bound book and a serious incident record).

The appropriateness of our behaviour management strategies will also be appraised according to the data that we are able to provide relating first to the behaviour incident itself and secondly to our wider range of strategies for supporting the child.

Documentation, both plans and records, provide the basis to better understand the behaviours exhibited and our responses to it. Documentation is crucial in understanding behaviour, planning responses and securing resources. Accurate documentation is also crucial to best support transitions, whether they be to adult placements after school, or to alternative provision as a result of an exclusion or a managed move.

How staff should respond to behaviour.

Pupils may exhibit a range of different behaviour types.

- Non compliance
- Disruption
- Risk of harm to self
- Risk of harm to others – adults and/or peers
- Risk of damage/destruction
- Criminal behaviours
- Sexual behaviours

Where behaviours are isolated or low level it is likely that the guidance set out in this policy will be sufficient information to inform staff responses.

Where behaviour presentation is persistent or episodes are very significant it is likely that there are more significant underlying issues that need to be considered and addressed.

In these instances staff teams should start developing therapeutic thinking assessments and plans as detailed below.

Before addressing behaviour episodes staff should be aware of the content of the behaviour policy and any additional therapeutic thinking paperwork (or additional plans, e.g. Swifts positive behaviour support plans relevant to the pupil. This should form part of the induction process to any class group. See behaviour plans section below.

Key Principles in behaviour responses at Wyvern Academy

- Children's behaviour does not improve when they are made to feel worse (dysregulated).
- Building and maintaining positive relationships is key to securing long term behaviour progress.
- Behaviour is often not a choice but the result of combinations of other factors including:
 - Communication impairments
 - Frustrations at not being understood or not understanding why others choose to respond in the way that they do.
 - Overwhelming sensory/and or social load
 - Emotional and/or cognitive developmental delay
 - Confusion of expectations
 - Poor impulse control (e.g. as a result of ADHD)
 - Social communication impairments/barriers and associated anxiety
- Pupils need to learn to take responsibility for their behaviours. They need to learn that there are consequences to certain behaviours and we need to work to provide opportunities for them to make choices and experience the resulting consequences

Key points for responding to behaviour.

- De-escalation is key.
- Remain calm.
- Reduce your communication while the child is dysregulated. (See communication section below)
 - Stick to simple, clear messages.
 - Speak in a calm, slow tone.
 - Use visual communication (symbols/sign/gesture/body language/position) rather than spoken.
- Offer regulating activities but hear them if they are communicating "No".
- Give processing, take up time – communicate then pause.
- Give space – where it is safe to do so.

- Use change of face – someone else stepping in may help.
- Don't force or trap children into compliance – forced compliance is not compliance and encourages children to think of ways to escape control rather than participate.
- Don't act in a way that is likely to confuse or further dysregulate:
 - Don't shout.
 - Don't threaten.

Physical interventions.

Physical intervention may be used to support pupils experiencing anxiety or exhibiting behaviours. Physical interventions relate to the entire range of physical contact that staff might have with pupils without using force to overpower and/or control.

Physical interventions can include (not an exhaustive list):

- Physical support in a task, e.g. holding a pen
- Helping someone with exercises.
- Supporting massage or sensory exploration.
- Guiding someone away,
- Giving deep pressure to help meet sensory needs.

Use of force to control another person's actions becomes restrictive physical intervention.

Restrictive Physical intervention

There may be some incidents that result in the necessary use of restrictive physical interventions (RPI). It should be stressed that RPI should only be used as a last resort. Staff will only be trained in RPI techniques where an audit of need has been completed and it is recognised that a specific technique is required as a part of the safe management of the pupil. The legislation section, above, relates the circumstances under which RPI may be used. There are 2 categories of RPI that staff need to be aware of:

Planned RPI are pre-arranged strategies and methods that are employed, where necessary, as part of risk assessed and documented Individual risk management plans. It is recognised that there are some instances where a planned RPI with a child may be necessary in order to mitigate the risk of behaviours that are known to place the child or others at risk of harm. It is essential that the techniques to be used and the reasons for planned interventions are agreed with the team and documented in the individual risk management plan.

Emergency or unplanned interventions occur when reasonable force (RPI) is used in response to unforeseen crisis incidents. In an unplanned or emergency situation staff involved may not have received training in the principles of restrictive physical intervention. This should not prevent staff from intervening in order to make the situation safe.

There are 3 things that should not happen within restrictive physical intervention:

1. Negative impact on the process of breathing
2. Interventions or actions that cause pain.
3. Any intervention that causes a sense of violation.

Any staff action would still need to be seen to be reasonable, proportionate and necessary. Accurate records detailing steps taken would be key in providing justification for actions taken.

As is outlined in the Legislation section above, there are three broad categories where the use of restrictive physical intervention can be justified:

- **Action due to imminent risk of injury.**
- **Action due to developing risk of injury or significant damage to property.**
- *Action where a pupil is behaving in a way that is compromising good order and discipline. (Not applicable at Wyvern Academy)*

Any significant behaviour incident (unusual severity/duration/presentation or involved significant risk or injury) should be supported by a follow up repair and recovery

process for the pupil and debrief opportunities for staff involved – see relevant sections below.

Behaviour plans.

Any pupil with an established pattern of behaviour should have relevant documentation in place.

Within Therapeutic thinking there is a flowchart which describes the levels of documentation. The range of therapeutic thinking documentation is as follows.

- Record/describe the behaviours.
- Early prognosis - functional analysis.
- Risk assessment.
- Conscious/sub conscious assessment.
- Anxiety mapping and predict/prevent planning.
- Therapeutic tree (Roots and fruits exercise) and resulting Risk reduction plan.

All of these plans should be recorded in the school database. These documents are a tiered process, only the most complex/dangerous behaviours will require paperwork to be completed at the final stage. Therapeutic thinking tutors maintain oversight of which pupils require paperwork at a particular level.

Early prognosis is an exercise to explore the functions of the behaviours exhibited and plan responses using this understanding.

Conscious/subconscious assessment is a process whereby staff assess the degree to which a behaviour is consciously chosen by the pupil or is subconscious (driven by other factors beyond the pupil's control)

Anxiety mapping is a process for evaluating causes of anxiety and items of dependency. This informs predict prevent planning – plans which document how to support pupils in relation to know anxieties or how to help them cope without/move on from items of significant dependency.

Risk reduction plans (RRP)

An RRP should be drawn up for any child whose behaviour has been identified as potentially dangerous.

The RRP needs to be drawn up by the staff in the class, the parents or carers, and any other professionals involved with the child. This process may also be supported by the behaviour support group. Where ever possible, parents or carers should be involved in this process from the very beginning.

The RRP is completed in conjunction with the roots and fruits exercise.

The roots and fruits exercise identifies:

- Desirable pro-social behaviours
- Positive experiences we are able to provide that will help to promote prosocial behaviours.
- Anti-social behaviours (difficult/dangerous behaviours)
- Feelings that lead to antisocial behaviours
- Life factors – protective factors and risk factors.

The RRP documents how we can plan to provide positive experiences and how we should respond to pro-social, difficult and dangerous behaviours. The RRP also documents the appropriate post incident debrief and recovery response.

Body language

The way in which we respond to children will have a significant effect on how they respond to our interventions. The following list details how a calm approach can help to avoid escalating an incident.

Being calm helps us to make considered, reasonable responses.

A calm stance will be perceived as less threatening and so is less likely to provoke.
Maintaining calmness makes communication between team workers more effective.
Maintaining calmness makes it easier to communicate with the child.
Maintaining calmness ensures that you are better able to listen to the child and your colleagues.
Maintaining calmness makes it easier to observe and assess the physical features of the context.
A calm stance will communicate that you are understanding of the child's anxiety.
A calm stance will help you to communicate that it is the behaviour that is the problem, not the child.
A calm stance makes it easier to appreciate when it is time to step back and let someone else become involved.
Maintaining calmness helps you not to take it personally.

Communication.

Communication is an essential part of any intervention. As has been mentioned above, staff need to be aware of the messages that their responses send to the child, the rest of the class and their co-workers. In order for interventions to have more chance of success the staff involved must endeavour to ensure that they are communicating effectively with both the child and the other staff involved.

- They must remain calm.
- They must ensure that they are communicating at the appropriate level for the child. i.e. that the child can understand what it is they are trying to say.
- Staff also have to be clear in their own mind about what they want to communicate.
- De-escalation scripts can be an effective means of maintaining consistency of messaging.

At Wyvern de-escalation scripts are often presented, supported by visual communication. It is important that all staff using the script stick to it consistently.

It is important that staff teams agree upon scripts that will be most appropriate to the individual child and setting remembering that the help script needs to provide support and a way out with dignity.

There are certain key messages that need to be communicated throughout any intervention. At all times staff need to maintain their calm approach, communicate that it is the behaviour that is not acceptable, not the child, and clearly communicate choices and consequences.

In the event that staff find that they must physically intervene with a child it is important that they maintain a supportive and caring manner at all times.

Effective communication with colleagues is also an essential feature of effective interventions.

Team work

Teams need to be comfortable working together. They need to know that they can rely upon each other and be sure that the members of their team have the technical ability to support them in a crisis situation.

Teams need to communicate effectively. They need to express the same message in their interactions and they need to be prepared to volunteer information and listen to what others are saying.

The team needs to have agreed strategies for dealing with incidents of behaviour that the whole team is familiar with and commits to.

Every team member must be prepared to accept help from others. All team members should feel comfortable asking for help, from anyone else within or outside the team.

Asking for and accepting help is a sign of professional strength.

The team should welcome support from within. Every member of the team needs to act as a "critical friend" to the other members of the team. We cannot improve our practice if we are not prepared to listen to advice.

Choices and Consequences

Choices and consequences play an important role in our approach to behaviour management at Wyvern. It is our intention that the children ultimately learn to moderate their own behaviour. This is only likely to happen if they are able to develop an awareness of the likely consequences of their actions and use that awareness to make informed choices. In order to help children to develop this facility, we offer children choices at key points. This is usually presented visually. This gives a means of children communicating that they are able to continue with an activity or choosing a more manageable option.

Choices should not be offered as an ultimatum and they should not be presented in a way that demands compliance. The choice is being offered to help the pupil settle, and to find a way out of the situation with dignity. Anxious children may be finding it difficult to make a helpful choice and so we need to do all we can to try to facilitate engagement by presenting the choice in a non-threatening way.

The way that a consequence is communicated is also important. Where a protective consequence (e.g. the removal of a specific freedom) has been implemented, class staff must consider how they are going to communicate that message to the pupil. The pupil needs to be aware that the consequence is a necessary response but that educational responses can be removed (freedoms returned) when pupils show that they can make safe choices. It is important that the pupil feels that they can make the change themselves, the feeling of being persistently under the control of adults creates the desire to break out of that control, makes pupils less likely to make safe choices and in some cases perpetuates difficult and/or dangerous as a result of the pupil feeling empowered when they get to break out of adult control.

Reference to the use of sanctions

It is important to be aware of the distinction between the use of choices and consequences and the use of sanctions. Choices and consequences is a pro-active strategy where staff foresee a potential issue and, by informing the child of the consequences and encouraging them to make a choice, they enable the child to make informed choices and ultimately to be involved in managing their own behaviour. Debrief can also be used as an opportunity to talk about why a consequence is necessary and how learning new responses can help the child to make more effective choices in the future.

Sanctions are used as a reactive strategy. An event happens and a sanction is imposed.

While this may have the appearance of achieving compliance at the time there is a significant risk that the use of sanctions (or controlling intervention applied through the use of reward systems) have potential to build resentment towards adults (and reward systems, by association). Additionally, these approaches tend to reinforce the need not to be caught rather than the understanding of why the behaviour shouldn't be exhibited.

Promoting responsible behaviour from other pupils.

It is important that we establish a supportive ethos amongst the pupil population in relation to difficult behaviour. It is likely that all children will witness episodes of difficult behaviour while they are at Wyvern. We need to encourage children to respond to such episodes in an appropriate manner. As has been discussed above in the "Understanding Behaviour" section children will learn to respond to difficult behaviour by watching how we respond. If we are able to model calm and supportive responses, the children should also learn to respond in a reasonable manner.

Recovery and Repair

The process of recovery is as important as any other aspect of a crisis incident. The process of recovery needs to be managed in a sensitive manner. There will usually be some visible signs that a child is calming, staff need to encourage this recovery process making good use of their knowledge of the individual. Many children will calm more quickly if you do not talk to them e.g. autistic children find language free environments

more calming. The recovery period can often be characterised by returns to crisis behaviour; however, control can begin to be returned to the child when they appear to be showing calmness and are ready to accept instructions. The recovery will usually be a gradual process and staff need to be sensitive to this. In the event that a child shows no signs of recovery for more than 15 minutes staff need to co-ordinate to disengage, reassess the situation and then, if RPI is still required because of one of the 2 criteria above, staff may need to return to physically intervening. It is essential that staff finding themselves in this situation maintain an awareness of the child's medical state paying particular attention to breathing and circulation.

When the child is calm, in control of their own behaviour and ready to accept instructions then it is possible for the repair process to begin.

In order for children to learn from their crisis experiences it is important to talk about what happened and why and what can be done to avoid future crises.

Obviously the repair process will need to be tailored to account for the ability of the child to articulate their recollections and emotions. The most important aspect of the repair process is that staff and student explore what has happened, in a non-threatening way and seek to learn from the experience. A brief record of issues arising from repair sessions should be recorded and filed.

Debriefing

Following a crisis incident the staff need support as well as the pupil. Staff may need support, space, reassurance or guidance. Once again this needs to happen as soon after the incident as is possible and should usually be facilitated by the staff member's line manager. The meeting should follow a formal procedure and be recorded. The aims of the staff debrief process are:

- To talk about what happened in a non-blaming, supportive and caring manner.
- To explore how the member of staff felt before during and after the restraint.
- To use the opportunity to discuss underlying causes and issues that lead to the restraint.
- To examine what techniques/strategies were used and learn from the outcomes to inform future interventions.
- To develop and record a strategy or alternatives for next time.

Sometimes something as simple as thanks and verbal support can help staff feel valued.

A pro-forma for recording the issues raised within staff debrief meetings can be found in Appendices.

Recording and Reporting.

Recording, analysis and reporting of information serves 2 main purposes:

The primary purpose is to reduce negative behaviours by better understanding the function of behaviour. This comes from a functional analysis, i.e. understanding when it is happening, how it develops, what is the function of the behaviour, which factors and responses reinforce the behaviour, what strategies help to resolve the situation and what new skills need to be developed in order to remove the need for the behaviour?

The second purpose is to enable the school to be more effective in measuring and monitoring the quality of its interventions, targeting additional resources and training where it is deemed appropriate and using the information gathered to more effectively communicate our performance to other stakeholders, e.g. parents, L. A. officers, Ofsted.

The use of positive language.

When describing behaviour it is important to use objective language that does not label or judge the child, rather, it purely states the facts of what happened.

Staff should ensure that the language they use when recording or describing incidents conveys the appropriate message (e.g. the words push or guide can be used to describe the same context but will give different impressions.)

When describing or reporting incidents it is important for staff to use technique names where possible in order to ensure that those listening/reading have the clearest understanding of what happened.

The bound book:

All incidents of RPI (restrictive physical intervention) must be recorded in the bound book, this is a legal requirement. The bound book can be found in the main admin office. Seclusion, for any length of time, should also be considered restrictive physical intervention and recorded in the bound book.

The Wyvern database:

The school maintains a database which is used for the recording of serious incidents and scatterplot records.

Serious incidents:

Serious incidents are recorded using a form on the Wyvern behaviour database. Staff should ensure that they record all of the relevant detail. The record must clearly describe what happened so that the reader has a complete understanding of what happened. If the serious incident resulted in the use of RPI then the bound book must also be completed (this is a legal requirement).

Scatterplot records:

Where behaviours are occurring frequently throughout the day a scatterplot approach is a more efficient means of recording the frequency of particular behaviours and presenting the information in a graphical format. This allows for anxiety mapping, leading to greater understanding of what features during the school day lead to difficult or dangerous behaviours. This approach allows staff to quickly identify behaviour patterns and efficiently monitor increases or decreases in particular behaviours. Information should be transferred into the behaviour database at the end of each day. The behaviour database can be located in each staff members desktop.

Where classes record behaviours using a scatter plot approach it is essential that a complete data set is recorded. Scatterplot records are only effective where there is regular completion of the records. Isolated scatterplot records do not provide enough information for analysis and so are of no use.

Classes may also wish to carry out more detailed functional analysis of behaviour where existing measures are not providing sufficient information. ABC scatterplots can also be documented in the database. These records document the balance of state across the day, as with scatterplots, but they also allow staff to record the A – antecedent, B – behaviour and C – consequence. This gives a slightly more detailed picture of the context in which behaviours are occurring.

Monitoring of pupil behaviour data.

The behaviour team meet weekly in order to discuss behaviour incident and interventions in place. The goal of these meetings is to establish a clear understanding of how behaviour patterns are developing across the school, to monitor the effectiveness of recording and interventions and to identify additional appropriate interventions.

Class teachers also hold a responsibility for monitoring the behaviour of pupils in their class. All behaviour records for their class are available to them and they should have a clear understanding of issues presented by the children in their class and the direction of trends in behaviour.

Behaviour data as a means of demonstrating pupil progress.

Progress in behaviour and self-management is a key measure of pupil progress. Analysis of the frequency and severity of pupil behaviours will be used to arrive at informed views of behaviour progress made. The senior management team will review these records and this will also form part of the ongoing progress dialogue with teachers. Trustees will also be informed of the numbers of pupils making below expected, expected and above expected behaviour progress.

School management issues

Allocation resources

The evidence that we gather will inform decisions such as allocation of resources. It is important to show that we have the resources required to meet the needs of children. These resources may relate to space, time, people or activities that are required parts of an individual risk management plan. If we are unable to provide the appropriate resources, this needs to be communicated to the LA as it would be irresponsible for us to provide a place for a child if we were not able to state that we felt we could provide the level of resources required by that child. It is essential that all children that have behaviour concerns have appropriate documentation in place and that scatterplot records and incident logs are always completed so that we are able to evidence locator judgements that impact on funding.

Exclusion

Exclusion is the very last resort when supporting a child with dangerous behaviour. It should only be considered when the school is able to show, through the appropriate documentation, that all avenues have been exhausted and the school has arrived at the conclusion that it is not able to provide a place for the child. Further details on the procedures for exclusion are documented within the school's Exclusions Policy.

Staff training statement

Wyvern Academy is committed to staff training. Wyvern recognises the importance of ongoing training in relation to behaviour support. Wyvern will endeavour to provide an ongoing training programme for all staff. The Dorset Therapeutic Thinking programme is the core training provided for all staff.

All staff will receive Therapeutic Thinking training. training in the principles of restrictive physical intervention will be delivered on the basis of need following an audit of need assessing whether it is appropriate to teach more restrictive holds in relation to the level of risk presented and the availability of alternative strategies.

In addition further training will be delivered using whole school meeting time as directed by the priorities identified within the school development plan.

Sexualised behaviours statement

There are occasions where students may engage in sexualised behaviours (masturbation) in the school environment. Where this is the case:

- Staff will step in to discourage the behaviour and take measures to protect the dignity of the individual pupil and to minimise the chance of others witnessing the activity.
- SRE teaching will address issues around public and private and appropriate places for private behaviours.
- Behaviour management strategies will be agreed to establish an effective means of arresting the behaviour
- In the event that it is agreed that available behaviour management strategies are insufficient in preventing the behaviour and that SRE teaching is failing to modify the behaviour "private time" may be a consideration for the pupil in question. In the event that the class team, parents/carers and head teacher agree the provision of private time the protocol set out in the Intimate care policy must be followed.

Trustee involvement

It is essential that the Trustee Board of this school is able to relate to and understand the aims, principles and practices of our approach to behaviour management. As has been mentioned throughout this policy, Behaviour Management influences every aspect of our working day. The Governing body will be better prepared to support the

staff of the school if they have had the opportunity to observe the training that the staff access.

Complaint Procedure

Children, Staff and adults should all have access to a complaint procedure. Any complaint should be referred directly to the head teacher. The head teacher should maintain a written record of complaints. The Complaints policy is available from the school website.

Allegations against staff

Any allegations against staff arising from a complaint should be dealt with following the Dorset Safeguarding children's board procedures. Appropriate guidance is displayed in the staffroom. Information should be conveyed swiftly to the responsible person (The head teacher or the chair of the board of trustees if the allegation relates to the head teacher or if the deputy head teacher if the head teacher is unavailable). The detail of any allegation must remain absolutely confidential.

The support network.

Immediate sources of support.

The first step in exploring concerns relating to difficult behaviour should involve those with an immediate knowledge of the child concerned. Any member of a class team should feel confident to express concerns about the development of behaviour in a particular child. At this stage the class team should arrange an opportunity to discuss these concerns. A target behaviour should be identified, and a preliminary individual risk management plan should be drawn up. The plan should identify the behaviour, when it is likely to occur, how staff should respond, and strategies that should be used to de-escalate the situation. The staff teams should also consider any environmental or contextual changes that may be appropriate in order to decrease the likelihood of the behaviour being exhibited. This may include the use of more structured teaching approaches such as the use of schedules or communication aids. The plan should also state a preferred method for recording incidents of difficult behaviour.

It is essential that parents are involved at this stage. They may well be able to shed light on an incident that may be affecting the child or be experiencing similar concerns at home. Discussion with parents at this stage will help to ensure that home and school are adopting a consistent response to the behaviour. Involvement of parents at this stage will also help to avoid situations where parents only become aware of a behaviour when it is beginning to reach more extreme levels.

Secondary sources of support.

There are various secondary sources of support in the school, these include:

- The BICo – behaviour interventions co-ordinator (Therapeutic Thinking – tutor)
- Deputy Head teacher and Assistant Head teacher – (Therapeutic thinking tutors)

BICo/AHT Behaviour support meetings

The BICo and the Deputy Head teacher meet weekly in order to review data, scrutinise documentation and plan future training. The purpose of these meetings is to:

- Ensure that there is up to date documentation in place for all pupils with identified behaviour needs.
- Review scatterplots, incident logs and the bound book to ensure that records are being completed accurately
- Review the efficacy of interventions by comparing data outcomes with interventions provided.
- Identify cases that require adaptations/changes to the interventions provided
- Identify training priorities through data analysis and discussion and plan future training

External sources of support.

There are a number of sources of support outside the school that the class team should consider contacting as either primary or secondary sources of support as is appropriate. These include:

SWIFTS

The County Behaviour Support Team

Educational Psychologists.

Social Workers

Doctors, Consultants and Health Workers.

Speech therapists.

Physiotherapist and Occupational Therapists (where it is thought that posture and position may play a role in behaviour.

National organisations that may be able to provide insight into cases where behaviour might be linked into a specific condition e.g. Prader-Willi Syndrome

Support in the event of a crisis.

In the event of a crisis situation staff involved need to ensure that they have the appropriate numbers to manage the situation safely. In the event that further support is required they should use the school alarm system to indicate their need. Pressing the button on the alarms sends a signal that help is required. Pulling the alarm sends a higher level crisis signal. Staff hearing the alarm should ensure that someone is responding to the situation. On arriving in the class staff should check that their help is required and ask the class team how they would like them to help.

In the event that class staff are unable to support in a crisis situation they need to be the ones to get help and they should remain in the class that is giving help in order to cover the person that has left to support the crisis situation.

Many staff will not have training in the principles of restrictive physical intervention, however, it is important that they still respond to the alarm as they will be able to help by managing the other children in the class.

This policy/procedure is to be read in conjunction with all others that come under the Wyvern Safeguarding family of policies.

These are: Child Protection, Behaviour (including anti-bullying), Staff Code of Conduct, SRE, Intimate Care, Medical, Whistle-Blowing, Health and Safety, E-Safety, Safer Recruitment, Complaints, Allegations Procedures, Attendance (pupils), Data Protection, Looked after Children, Lone Working, Manual Handling, Pool Safety Operating Procedures, Violence at Work.

As such, reference is made to the key guidance documents: Keeping Children Safe in Education 2023 and Guidance for Safer Working Practice 2015.

References

- Barrow, G. Bradshaw, E and Newton, T. (2001) Improving Behaviour and Raising self-esteem in the classroom. London. David Fulton.
- BILD (2001) BILD code of practice for Trainers in the use of physical interventions. BILD
- BILD (2002) Easy guide to physical interventions for people with learning disabilities, their carers and supporters.
- Department for Education and Skills (2002) Guidance for Restrictive Physical Interventions How to provide safe services for people with learning disabilities and autistic spectrum disorders. London DfES
- Department for Education (2012) Use of reasonable force Advice for head teachers, staff and governing bodies. London DfE
- Fox, G. (2001) Supporting Children with behaviour difficulties, a guide for assistants in schools. London. David Fulton.
- Harris, J., Cook, M. and Upton, G. (1996) Pupils with severe Learning Disabilities who present challenging behaviour, A whole school approach to assessment and intervention. Kidderminster, BILD.
- Kohn, A (1999) "Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's Praise and other Bribes", Houghton Mifflin
- Long, R. and Fogell, J. (2001) Supporting pupils with emotional difficulties, creating a caring environment for all. London, David Fulton.
- Long, R (1999) Developing self-esteem through positive entrapment for pupils facing emotional and behavioural difficulties. NASEN
- Long, R (1999) Friendships NASEN
- Long, R (1999) Challenging confrontation: Information and techniques for school staff. NASEN
- Long, R Understanding and supporting depressed children and young people. (1999) NASEN
- Long, R (1999) Exercising self-control NASEN
- Long, R (1999) Not me Miss, the truth about children who lie. NASEN
- Long, R (1999) Learning to wave, some everyday guidelines for stress management. NASEN
- Long, R (1999) Supporting pupils with EBD through consistency. NASEN
- Nasen (2001) Behaviour policy and practice: Self-evaluation pack for schools. Kingston upon Hull City Council.
- O' Brien, T. (1998) Promoting Positive Behaviour London. David Fulton.
- Visser, J. (2001) Managing behaviour in classrooms. London, David Fulton.

Appendices

Appendix I - Glossary of terms.

Appendix II - Wyvern Academy Individual management plan pro-forma.

Appendix III - Repair recording sheets.

Appendix IV – Debrief recording sheets

Appendix V – Scatterplot record

Appendix VI – Policy on the Use of Safe Space rooms at Wyvern Academy

Appendix VII – The use of protective equipment in school.

Appendix VIII – Wyvern academy anti bullying policy

Appendix IX – Pro-active interventions

Appendix I

Glossary of terms:

In order to ensure that this document can serve as an effective working policy, we must establish the meaning of various terms and phrases that will be used in the policy.

Child:

The UN convention on the rights of the child refers to anyone under the age of 18. For the purposes of this policy the term child refers to any individual attending the school until school leaving age. When the child arrives at school we take on responsibility "in loco parentis" and it is important to be aware of the fact that the individual concerned would be referred to as a child in the event that an incident involving that individual resulted in legal action being taken.

Challenging behaviours vs difficult and dangerous behaviours.

Rather than use the term challenging behaviour we should consider behaviours as either "difficult" or "dangerous". This helps to provide a context, within which we can consider the appropriateness of our responses.

Difficult behaviours are those behaviours that have an adverse effect on the classroom environment. They are likely to involve disruption and so will have an impact on the ability of pupils to access their education effectively.

Dangerous behaviours are those behaviours where it is perceived that there is a genuine risk of harm (physical or emotional) either to the pupil, their peers, or others in the environment.

Physical intervention:

Physical interventions include all interactions where physical contact is used to support or control a pupil. Physical interventions can involve bodily contact, mechanical devices or changes to environment. It is important to clarify that staff in a school like Wyvern employ physical interventions frequently when working alongside children.

Restrictive physical interventions:

Restrictive physical interventions "involve the use of force to control a person's behaviour" Examples of **restrictive** physical intervention include "holding a person's hands to prevent them from hitting someone. Use of arm cuffs or splints to prevent self-injury. Forcible seclusion or the use of locked doors". This document will make reference to both **Non-restrictive** and **restrictive** interventions. D.O.H. /D.f.e.S. "Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder" (2002)

Planned interventions:

Planned interventions are pre-arranged strategies and methods that are employed, where necessary, as part of risk assessed and documented behaviour support plans. D.O.H. /D.f.e.S. "Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder" (2002)

Emergency or unplanned interventions:

Emergency or unplanned interventions occur when reasonable force is used in response to unforeseen **crisis incidents**. D.O.H. /D.f.e.S. "Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder" (2002)

Seclusion:

Is defined as: "seclusion where an adult is forced to spend time alone against their will."

The emphasis within this definition is alone against their will. D.O.H. /D.f.e.S. "Guidance for Restrictive Physical Interventions. How to provide safe services for

people with Learning Disabilities and Autistic Spectrum Disorder" (2002) Where a person is forcibly shut in a room by themselves then they have been secluded.

Time out:

Is defined as: "time out which involves restricting the service user's access to all positive reinforcements as part of the behavioural programme."

Timeout is a reactive strategy removing positive reinforcements in response to incidents of the behaviour. D.O.H. /D.f.e.S. "Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder" (2002)

Withdrawal:

Is defined as: "withdrawal which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities."

Withdrawal is a pro-active strategy where sources of anxiety are identified and children are encouraged to recover from anxiety in a managed environment. Sources of anxiety can include socially busy or noisy environments that autistic children may find upsetting. The "break" system, where children are offered breaks or instructed to take breaks when they appear to be over stimulated or anxious, can be regarded as withdrawal. D.O.H. /D.f.e.S. "Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder" (2002)

**Individual management plan.
Risk Assessment Calculator**

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Individual Risk Management Plan (Doc 1)

Name	DOB	Date	Review Date
------	-----	------	-------------

Photo	Risk reduction measures and differentiated measures (to respond to triggers)
-------	--

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Appendix III

Record of repair session involving staff and pupil.

Pupil's name:

Date of session:

Time of session:

Location of repair session:

Staff involved in repair session:

How does the pupil describe incident:

Why does the pupil feel the incident happened:

Staff explanation of their actions:

How did pupil feel (not blaming):

How did staff feel (not blaming):

Alternative strategies discussed as a means of avoiding future crises:

Pupil's preferred strategy:

S.I.P. to be adjusted how?

Staff signature:
Appendix V

Pupil signature:

Appendix IV

Record of staff debrief session following physical intervention.

How did the incident start?

Had the potential for this incident been identified in a risk assessment?

Had the risk assessment been shared with staff?

What happened next?

Who was involved, and how?

How did staff feel about their input?

Did staff feel safe?

Did staff feel that restraint was justified?

Did staff feel that techniques and teamwork were secure?

What techniques were used?

What changes can be made to the current individual risk management plan in order to improve success of interventions?

Opportunity for staff involved to thank each other for support given.

Pupil name:

Recording sheet for planned responses to repetitive behaviours. Date:

GSp – General Spitting DTF - Drop to floor Inappropriate touching – IT
TSp – Targeted spitting Swearing - Sw Pushing adults – P Hitting – H

[illegible]

Appendix VI

Policy on the Use of Safe Space rooms at Wyvern Academy

Definitions:

“Restrictive physical interventions involve the use of force to control a person’s behaviour and can be employed using bodily contact, mechanical devices or changes to the person’s environment.”

Seclusion

“where an adult or child is forced to spend time alone in a room against their will”

Time out:

“restricting the service user’s access to all positive reinforcements as part of the behavioural programme”

Withdrawal:

“which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.”

(DoH/Dfes, 2002)

The context:

- At Wyvern we focus on the use of proactive strategies such as planning, structure and other de-escalation skills in order to address behaviour concerns.
- Staff have training in some personal protection and restraint techniques, however, it is understood that these are reactive strategies that are only to be used as a last resort.
- Where a child is restrained we are committed to analysing the crisis in order to learn from mistakes and develop skills and strategies that allow us to resolve issues before arriving at crisis point in the future.
- Each classroom at Wyvern has smaller rooms attached. These rooms are used for a variety of purposes (e.g. work stations, therapy space, discrete teaching space, social space).
- In some classes these rooms are used as a space for children with behaviour difficulties to use as a calm space. This is reflected by the choice of name – either a “cosy corner” or “quiet room”.

Description of the purpose of a cosy corner.

The development of cosy corners at Wyvern has been informed by work in the area of Sensory Integration.

Williams and Shellenberger state “In addition a small part of the space should be available for “time away,” when a student wants to retreat into a visually and auditorially low impact space (“womb” space)” ... “This type of space is different than “time out” space in that it is not intended to be used for discipline.”

How we use cosy corners/quiet rooms at Wyvern.

Many of our more complex children experience heightened anxiety as a result of sensory stimulus. Cosy corners are established in some classrooms as a space where children can go when they are feeling anxious in order to calm down. A cosy corner will usually be furnished with a beanbag and appropriate sensory integration equipment (such as chewy toys, stretchy toys etc.) is made available. It may also be a space where the pupil asks for calming activities such as deep pressure. Children need to learn to use this type of room appropriately. In the first place, they may need to be supported in going to the room and helped to calm. Over time they are taught to ask to go to

the room when they are feeling stressed. It is important to stress that these spaces are viewed as a safe environment for children to calm from crisis. Under no circumstances should staff send children to the quiet room or cosy corner as a form of punishment.

Description of the use of Cosy corners and quiet rooms.

- Some pupils will ask to go to the CC/QR during times of stress. In this instance they may choose to be alone or not and they may choose to have the door open or closed. We also allow children to decide whether they want the light on or off.
- On some occasions staff may recognise that the pupil is anxious and going to the CC/QR may help to reduce anxieties. Staff may use visual communication to schedule CC/QR or they may use gesture/simple language to offer CC/QR. It is important that this is presented as a choice, and that children are not coerced into going to the CC/QR as this will only result in developing negative connotations with the space.
- On some rare occasions staff may feel that the risk presented by the behaviour is of such significance that they believe that there is no alternative but to withdraw the pupil to the CC/QR, potentially guiding or using restrictive physical intervention. This should be an absolute last resort and staff should be mindful of the potential damage to relationships that can result from this action. In the event that staff have to resort to this course of action they should be very clear in calmly expressing that they do not want to direct/guide/hold the pupil, but they have to keep them safe and as their behaviour is not safe we have to move to a safe place. Every effort must be made to de-escalate the pupil, including the use of sensory aids or help scripts/debriefs that may help to resolve the crisis. The following points should always be considered before using restrictive physical intervention.
 - Any restrictive physical intervention should be a last resort. Staff should be confident that they do not have an alternative approach available to manage the situation.
 - Any restrictive physical intervention needs to be reasonable, proportionate and absolutely necessary.
 - Any staff using restrictive physical intervention need to be confident that they have the physical and emotional capacity to perform the technique (personal risk assessment).
 - Staff using restrictive physical intervention need to ensure that they are approaching the situation calmly and objectively.
 - Any restrictive physical intervention needs to be in the best interests of the pupil
- Whether pupils have gone to the CC/QR by their own choice, following adult suggestion or been guided/led there, they should not then be secluded, other than in an emergency. This means that the door to the room must not be closed, forcing them to spend time alone against their will. Emergency circumstances can be described as a sudden escalation in the behaviour that the staff present do not feel that they have the capacity to manage safely. In the event that they take the emergency step of closing the door a member of the senior leadership team must be called immediately in order to assess the situation and seek an alternative means of managing it.
 - Any use of emergency seclusion must be documented in the RPI bound book.
 - Any use of emergency seclusion must be followed by a staff debrief meeting where alternative management strategies are considered.
 - It may be the case that an outcome of the debrief meeting will be temporary exclusion while additional supporting measures are put in place.
 - **Seclusion should never become a routine management tool in relation to crisis behaviour.** In circumstances where there is believed to be no safe alternative to

crisis behaviour, other than seclusion, this should be regarded as the school lacking the competence and resource to safely accommodate the pupil, and therefore the school may need to take steps to permanently exclude the pupil. (see exclusions policy)

DFE (2011) Use of Reasonable Force Advice for head teachers, staff and governing bodies

DFES (2003) Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties

Doh/Dfes (2002) Guidance for Restrictive Physical Interventions How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder

Williams, M. S., & Shellenberger "How does your engine run: The Alert programme for self-regulation." Therapy Work Inc.

Appendix VII

The use of protective equipment in school.

- Protective equipment is not the solution to difficult behaviours.
- Where there is a concern about a recurring behaviour staff should consult within their team in order to review existing handling plans,
- Parents and other interested parties should be involved in discussions.
- Behaviour data should be reviewed to analyse patterns.
- Staff teams should also request support from *Therapeutic Thinking* tutors in order to review existing handling strategies.

Knee pads

Staff sometimes need to get down to the floor in order to support pupils on the ground. (NOTE: Staff should **not** purposefully take children down to the ground, pupils should **not** be held down in a prone position)

Where this happens regularly, e.g. where a pupil regularly drops to the floor, staff should have the option to wear knee pads for protection-

Shin/Knee guards

Some pupils' behaviour is targeted towards the adults that are working with them. Staff are sometimes vulnerable to kicks. Shin pads and lower leg/knee protection have been purchased for staff use. It is the responsibility of individual staff members to decide whether or not to use this equipment. Staff also need to take responsibility for an appropriate choice of footwear when working with these pupils – NOTE: Having discovered that the shins are protected the next step may well be to stamp on the toes.

Arm protection

Staff are sometimes vulnerable to being pinched or scratched on their forearms. We have a range of protective equipment available for staff requiring additional protection from this risk. Tubigrip provides a minimal level of protection. Arm and elbow guards provide more robust protection. Individual staff need to take responsibility for whether or not they choose to use the protective equipment available.

Groin protection

Some pupils have developed the habit of targeting adults private parts, particularly with kicks. In the event that staff are working with this risk the school will purchase groin protection for their use.

Hair pull protection

Where pupils have established patterns of pulling hair we have purchased head coverings that help to mitigate some of the risk of hair pulls.

Bite protection

Some staff have received significant bite injuries to their arms. In order to address this risk we have reviewed the available protection. Tubigrip provides a low level of protection but can be worn without significant discomfort. Where staff are persistently at risk of being bitten the school provides a range of items of bite protection (bite resistant clothing, sleeves, leg padding etc.)

Commented [RH1]: Updated information.

Ear plugs

Some of our pupils can be very loud during episodes of crisis behaviour. It may be necessary for staff to stay close to pupils in a monitoring/supervisory role during crisis incidents. Where pupils are making very loud noises this can present a risk to staffs ears/hearing. In extreme cases staff may be at risk of long term damage. In order to address this risk the school has purchased ear plugs. Ear plugs will not totally cut out sound (Staff should still be able to hear fire alarm), however, they will provide some defence against loud or high pitched sounds by reducing the impact.

- It is the responsibility of individual staff to decide whether they should or should not use ear plugs.
- In the event that they do decide to use ear plugs they should inform other members of the class team
- Staff should not leave ear plugs on tables or worktops or where they might be found by children.
- When the episode has passed staff should immediately dispose of the ear plugs in a bin.
- Ear plugs will be available from the deputy head teacher's office..
- Classes may keep a small supply, however, they should not be accessible to children.

Class teams seeking protective equipment should liaise with the behaviour support co-ordinator and/or the deputy head teacher.

Appendix VIII

Anti-bullying policy

Wyvern academy – Anti-Bullying Policy

Our anti-bullying champions are: **Richard Holt and Lee-Ann Hale**

Rationale

All staff at Wyvern Academy are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

At the same time we recognise the importance of all of our school staff working in a safe environment as well.

Roles and responsibilities

The Anti-Bullying Champion will:

1. develop the policy in line with guidance from Dorset Safeguarding Children Board.
2. review the progress the organisation is making in relation to the anti-bullying agenda

The leaders in our organisation will:

1. support children / young people who have experienced bullying
2. listen to and respond to children / young people who have bullied
3. model appropriate, respectful behaviour

Children / young people in our organisation will be supported to:

1. embrace a culture that respects difference
2. support children / young people who have experienced bullying behaviours
3. model appropriate, respectful behaviour
4. commit to telling staff when they see bullying
5. participate in the development, implementation and evaluation of the policy.

Governors are responsible for monitoring the above.

Purpose

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils and staff should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a staff member or a member of the Senior Leadership Team. At our school, staff take a proactive approach to supporting young people who may be having difficulties with their peers. We are also proactive in supporting our staff team to work effectively with each other.

The aims and objectives

The aims and objectives of this policy should develop and maintain an environment where:

1. there is a culture of respect where difference is valued
2. there is a system of support for children / young people who have been bullied
3. there is a system of clear, fair and consistent responses to incidences of bullying

4. all governors, teaching and non-teaching staff, multi-agency team partners, pupils and parents/carers should have an understanding of what bullying is.
5. all governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
6. all pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
7. we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
8. Bullying will not be tolerated.

What Is Bullying?

Bullying is the repeated use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities (See E-Safety Policy)

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Wyvern Academy therefore has a responsibility to respond promptly and effectively to issues of bullying. The United Kingdom signed the United Nations Convention on the Rights of a Child in April 1990. These rights are described in the following extract from the United Nations Children's Fund (UNICEF) website:

"...basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principals of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child."

(UNICEF, 2010 website)

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this by;

- training to ensure a knowledge about diversity and issues associated with bullying
- modelling of appropriate respectful behaviour by all people.

- Staff members also need to feel confident in approaching their line managers or any member of the Senior Leadership team to discuss any concerns.

Signs and Symptoms

A child/young person may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to staff
2. Any allegations of bullying will be recorded, including details of the allegation and steps taken to resolve the issue.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour
7. Where appropriate the two (or more) young people will be supported by staff to discuss the issues openly with each other.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled

4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

Anti-bullying is a key aspect of our PSHCE curriculum. Children will learn about bullying and how to prevent it. All classes participate in the annual anti bullying week (friendship week).

Strategies used in class to promote awareness of issues around bullying can include:

- Adhering to the school charter
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- regularly discussing bullying at school council to allow pupils the opportunity to monitor the situation.
- Supporting anti-bullying (friendship) week every year and making the work high profile
- Links through English/Drama/PSHE schemes of work.

Child Protection

The Children Act 1989 says a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, this will be reported to Children’s Services Social Care.

Resources

Children’s Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Bullying Online www.bullying.co.uk

Dorset Safeguarding Children Board: <http://www.dorsetscb.co.uk/site/advice-for-people-working-with-children/bullying-and-e-safety/>

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Appendix IX

Proactive interventions.

Proactive interventions are the range of positive measures that we can employ to establish a good environment for promoting positive behaviour. The personal and technical resources of the person, as well as the physical resources of the school will have a significant effect on the effectiveness of de-escalation strategies employed (Harris et al). It is, therefore, important that staff involved in the implementation of such strategies maintain an awareness of their own personal resources, maintain and develop their technical resources through an ongoing commitment to INSET, and are aware of what physical resources (space, furniture etc.) are available to them in the school environment. It is important that staff involved in supporting children with difficult behaviour do not feel isolated or unsupported.

The following section details some effective de-escalation strategies. This is not an exhaustive list, however, it is intended that this list should provide a good starting point for staff seeking to develop strategies for their classroom.

- **Manner** – always try to be friendly and treat everyone respectfully. Take the time to greet individuals. The quality of our interactions will be significantly influenced by the personal investment that we make in our relationships.
- **Communicate your appreciation of the value of what we do** – make the school a nice place to be. Try to show the children that you value them and what we do here. At all times we want to be communicating that they are valuable and that what we do in school is valuable and that school is a nice place to be. If we walk around looking depressed or stressed, it is reasonable that the children will pick up on this. Children will be learning from your interactions and learning to appreciate the same values that you communicate in relation to school and education.
- **Planning** – ensure that you always know what you are trying to do. Produce clear planning outlining activities, resources and objectives. If you plan well then you will be more relaxed, confident and efficient in your teaching. Children are less likely to become distressed or anxious in classes where the staff work efficiently as a team.
- **Organisation** – be ready for each session. Organise the resources in advance. If the class has to wait while you sort things out they are more likely to become anxious. If you are organised you are more likely to respond to situations in a calm and reasoned manner.
- **Structured teaching** – many children at Wyvern take comfort from the security of structured teaching approaches. For some children spontaneous change can be very frightening. Develop consistent routines. Structure lessons so that there is an introduction, main activity and then an end. Cue children in for transitions. Explore strategies such as TEACCH where children are supported through structures such as the use schedules, environmental planning, and clear allocation of staff roles.
- **Know your group** – plan sessions that are going to be challenging, engaging and achievable. Difficult behaviours are often presented when children feel either intimidated or bored by the work or activities that they are presented with.
- **Know individuals** – be aware of what the triggers are for individual children. If it is possible to remove a trigger from the teaching environment – do so.
- **Awareness of personal space** – Staff moving into personal space without consent may intimidate children. It is important to be aware that some children are unable to communicate that they want space and staff can fall into the habit of physically prompting children without checking to see if they are comfortable with what they are doing. Do not use presence to intimidate or dominate children.
- **Appropriate use of humour** – some children may respond to the use of humour as a de-escalation strategy, however, staff should always know the child before attempting this. Humour should never be used to tease or reinforce negative self-images.
- **Distraction** – if a child is becoming distressed then it may be appropriate to draw their attention away from the source of their anxiety, perhaps by giving them a job to do,

telling them what's coming next or offering a choice. If it is felt that the child is using this as an opportunity to opt out of work tasks they can always be asked to return to the work task when their anxiety appears to have diminished.

- **Talk about past success and achievements** – some children may respond to staff talking to them about what they can do to overcome their anxiety. Maybe last time they went to have a talk with a friend or went for a walk to calm down.
- **Communication** – use uncomplicated language. Focus on communicating key words. Support your communication through signing, symbols, gesture etc. Be clear about what you are trying to express.
- **Rewards** – Rewards can come in many forms – verbal praise, reward recognition systems (e.g. certificates, class star charts), achievement of tangible reinforcers (e.g. sweets)
 - Verbal praise is a great way to communicate a job well done. Praising children when they have achieved or done something well is a good way of letting them know that they are doing well.
 - Positive verbal interactions are a key component in establishing a healthy and supportive learning environment. Verbal praise is not something to be guarded and handed out upon completion of set goals. It should be a constant feature of children's education experience. Even when things are not going well we should be searching for ways to be supportive in our language and interactions. This will help to guard against falling into oppositional dynamics. Debrief can play a key role in helping children to learn which behaviours are and are not OK and how to make better choices in the future.
 - It should be noted that some children struggle with verbal praise and staff should be aware where this is an issue.
 - Rewarding experiences should be a consistent feature of children's school experience. Excessive adult controls and restrictions in relation to reward systems can lead to children becoming frustrated with staff and reinforcing oppositional dynamics. It should be noted that class reward systems, such as start charts, tend to be most effective for the children that don't particularly need them and can become a constant negative reinforcer for those pupils that struggle more with their behaviour.
 - Where children have tendencies towards demand avoidance reward systems can also be perceived as a means of securing compliance, and therefore a source of stress and anxiety for those pupils.
 - Tangible rewards, particularly food items, can often distract from the task at hand, and the pupil focuses on doing the task to get the reward and, as a result, does the task in a superficial and rushed way. This can reinforce poor work habits.
 - Rewards should not be used to punish children. Rewards have been earned and it is not fair to take them away. To do so risks the reward scheme being perceived in a negative light.
- **Teach children new skills to help them cope with difficulties** – If communication difficulties are identified as a contributing factor to difficult behaviours, develop a communication strategy. If a child finds a particular stimulus or event stressful, teach them to ask for a break, if a child has an inappropriate habit, such as smearing, provide them with access to alternative tactile materials and a means of asking for this activity.
- **Provide opportunities to opt out** – it is far better that you give the child the option to change activity rather than forcing them into a crisis incident in order to opt out. If you provide the alternative activity you can always state that you will return to the original task again at a later stage.

- **Early Intervention** – early intervention allows staff to redirect a child before they have lost control. The longer a child is left in a state of anxiety or uncontrolled excitement, the more difficult it will be for them to regain control of themselves.
- **Choices and consequences** – as children become more anxious, it may be appropriate to offer them choices, clearly communicating the consequences of the choices. E.g. “you can choose to be calm, or if you can choose to shout out, if you choose to be calm we can continue with If you choose to shout out we will need to take a break/wait/some time to calm down.” It is essential that when children are being offered choices and told about the consequences that this is not perceived as a threat. Where a child perceives that a threat is being made it is likely that their response will be oppositional and they are far less likely to be making informed choices.
- **Plan for success** - it is important that the end product of interventions is success. If there is an incident that involves a range of strategies over a period of time, and yet these interventions fail to have the desired effect, the staff involved feel de-skilled, the child experiences failure or learns that boundaries are inconsistent and the self-esteem of all concerned is affected. Staff need to ensure that their interventions have a built in element of success. Without this success there is no opportunity for reward, positive reflection or building on success. Staff have to know how they are going to ensure success, it is not enough to hope that success will happen.