

**SPRINGHEAD SCHOOL**  
**POSITIVE BEHAVIOUR POLICY**

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# **SPRINGHEAD SCHOOL POSITIVE BEHAVIOUR POLICY**

## **1. KEY BELIEFS**

At Springhead School we believe that:

- pupils want to behave well
- pupils can learn to improve their behaviour
- mistakes are part of the learning process
- all staff can learn strategies to support pupils to improve behaviour

Staff can support our pupils by:

- the quality of our relationships with each other and them
- the quality of our teaching
- the scaffolding we put in place

The scaffolding consists of:

- rights and responsibilities
- rules
- routines
- language of choice
- rewards and consequences
- reparation
- descriptive praise

N.B. To reflect the wide age-group of pupils and students at Springhead School, for ease we refer to pupils to cover the whole age group, and 'CYP' to refer to 'CYP and young people'.

## **2. KEY BELIEFS EXPLAINED**

### **2.1 At Springhead School we believe that:**

**2.1.1 pupils want to behave well.** We believe that our pupils are happy when they behave well and when that behaviour is recognised by staff and their peers.

**2.1.2 pupils can learn to improve their behaviour.** Our pupils find learning difficult. Learning new behaviour is a task, just like learning to talk or write.

**2.1.3 mistakes are part of the learning process.** We understand poor behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support our pupils to get it right. Practice improves performance.

**2.1.4 all staff can learn strategies to support pupils to improve their behaviour.** Initially staff have evolved ways of dealing with CYP's behaviour based often on their experience of being parented or parenting. In most cases, these are either a barrier or not sufficiently thought through to be helpful in addressing the sometimes challenging behaviour of our pupils. Developing an understanding of why CYP behave as they do, maintaining a positive attitude to the pupil or young person and his/her behaviour, and effective strategies for managing that behaviour is a core requirement of the job. It requires a real commitment to ongoing professional development. As for the pupil or young person, constant practice improves performance.

## **2.2 Staff can support our pupils by:**

### **2.2.1 The quality of our relationships with each other and them**

- a) **our relationships with each other** are supported and developed by NYCC Guidance for Safer Working Practice for those working with CYP in Education and Early Years Settings (Staff Behaviour Policy) September 2014 . The guidelines provide a framework to help us to provide good models of behaviour at all times for our pupils, many of whom may have less helpful relationship models in life outside of school.
- b) **the quality of our relationships with our pupils.** These relationships are crucial. Each member of staff is a significant person to our pupils. To foster successful, enabling relationships we need to:
  - actively build trust and rapport – they have to be earned; they're not given
  - demonstrate belief in the pupil – that s/he **can** succeed. Let the pupil know this
  - treat the pupil with dignity and respect at all times e.g. by saying 'thank you'; by listening carefully
  - listen respectfully to the pupil, and make a judgement about how/when to respond
  - enjoy his/her company – have fun together, where and when appropriate
  - hear the message behind the word/behaviour; ask yourself **why** the pupil is behaving in this way – there will always be a reason; the behaviour is a symptom
  - see things through e.g. if pupils have to make up time, the teacher concerned must help them to do this during morning break / lunch time

- keep your word – do whatever you say you will do
- tell the truth at all times – **never** lie to a pupil
- look for the good in the pupil – identify it with the pupil or young person and build on it.
- apologise if you make a mistake – you are modelling this for the pupil and you will earn respect
- name and manage your own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times
- let go of your memory / feelings of a pupil's previous bad behaviour – it is unhelpful history. Focus instead on getting it right in the future
- quietly but firmly hold appropriate boundaries for the pupils. Never let pupils do whatever they want when this would infringe the rights or comfort of others.

### 2.2.2 The quality of the teaching we provide

If we are able to meet each CYP at his / her point of learning, in most cases poor behaviour is likely to decrease / disappear. To do this we need to:

- accurately assess the pupils' learning e.g. learning ability, learning style and level of achievement, in order to move them on
- plan to meet the pupils' range of needs e.g. equipment, seating, groupings, use of TA's
- know what the pupils **believe** they can do i.e. self-esteem, self-image and adjust expectations accordingly
- know what motivates each pupil and use it to help him / her achieve
- carefully plan lessons to ensure that we meet each pupil at his / her point of learning i.e. the work should be not too easy, nor too hard and we should plan for success
- include the pupils in the target setting and evaluation process, using appropriate language (self-assessment)
- give the pupils feedback on progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress
- praise the pupils for their specific achievements i.e. descriptive praise
- actively teach the pupils positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the school quietly, listen to the staff, think before you answer, choose who to sit with and so on.

### 2.2.3 The scaffolding we put in place – by this we mean all the things we do (see below) to support our pupils to manage their own behaviour successfully

## **2.4 The scaffolding**

### **2.4.1 Rights:**

All our pupils have a right to:

- learn, and to make demonstrable progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way ( emotional intelligence)

All our staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way (emotional intelligence)

### **2.4.2 Responsibilities:**

- are linked to rights, and this should be made explicit to our pupils
- all people at Springhead School are responsible for their own behaviour. Nobody makes us behave badly. We choose how to respond
- we can only change our own behaviour – not that of others. We can't make people do what they don't want to do
- we own our own feelings – others don't make us feel bad, angry etc

**2.4.3 Rules** support positive behaviour. They should be:

- few in number
- agreed with pupils
- written in a language the pupils can understand (including visual cues)
- stated in the positive
- regularly referred to by all staff with pupils
- regularly reviewed with the pupils during Circle Time / as School Council
- displayed prominently in appropriate areas
- appropriate to the activity / place / age range

**2.4.4 Routines** support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities, including:

- the start / end of the day
- moving from classroom to elsewhere e.g. dining hall, outdoors
- entering / leaving the classroom

- answering the register
- leaving the Hall after Assembly / PE / lunch etc
- giving and receiving commendations in class / Assembly
- greeting visitors
- moving from group time to individual work
- collecting equipment / putting it away

The more consistency there is over routines, the easier it is for our pupils to learn them.

### **2.4.5 The language of choice**

This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This language:

- increases pupils' sense of responsibility
- regards mistakes as part of learning
- removes the struggle for power
- is positive
- overtly links responsibility, choice and consequence
- helps them to take responsibility
- helps them to manage their own behaviour
- increases their independence

### **2.4.6 Rewards and Consequences**

#### **2.4.6.1 Rewards**

There can never be too many of these. They are part of the 'language' in this school. They include:

- nods, winks, smiles - social rewards
- descriptive praise
- stickers, merits, commendations - symbolic rewards
- letters / postcards home to parents

- 'golden time'
- special activities / special responsibilities / privileges

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

#### **2.4.6.2 Consequences**

1. We do not believe in sanctions or punishment e.g. shame, ridicule, sarcasm, criticism, disapproval, social discrimination, and exclusion, as well as more formal punishments such as detention. Over the past 20+ years it has not been our practice to exclude pupils although we do need to retain our right to do so in extreme circumstances
2. It is important for our pupils to clearly link a specific behaviour with its consequence.
3. The consequence needs to be a natural consequence, which makes sense to a pupil.

#### **2.4.7 Reparation** means repairing relationships, or 'making good' in some way

We believe that pupils should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focusses the pupil's mind on the punishment, rather than what s/he did. This frequently leads to pupils feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

We support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected. There are 4 steps:

- Step 1 Staff rehearse with pupils how we sort things out at Springhead School i.e. we take turns, we listen to each other, we think about what we did, how we will put it right, how we will do it better next time.
- Step 2 Each pupil in turn takes responsibility for what it was s/he specifically did, and apologises appropriately. Staff thanks each pupil for this using descriptive praise. (see below 2.4.8)
- Step 3 Each pupil in turn promises that it won't happen again – sealed with a handshake and a smile. If the pupil is not ready to do this, wait and/or return to it at a later time. The handshake

symbolises giving his / her word that it won't happen again. Each pupil then agrees that it has been sorted out to his/her satisfaction.

Step 4 Each pupil keeps to his agreement. If the behaviour is repeated, this process is repeated until the pupil has established the new behaviour.

#### **2.4.8 Descriptive Praise**

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g. 'I liked the way you lined up quietly'; 'I noticed how kindly you supported S. Thank you'; 'Thank you for returning to class so promptly', etc.

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the Springhead School language.

### **3 ROLES AND RESPONSIBILITIES RE: THIS POLICY**

#### **3.1 General**

At Springhead School we all have a responsibility to:

- read this policy
- understand it
- ensure that our practice is in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

#### **3.2 Specific**

##### **3.2.1 Teaching assistants (TAs)**

- to support the teacher, with teaching and behaviour management at all times
- to support the CYP with their learning and their self-management of behaviour at all times, under the direction of the teacher
- to support the development and maintenance of a positive classroom climate
- to support the pupils in managing their behaviour positively in the playground and around the school at all times
- to ensure that the playground is physically safe and if not to report to the school office immediately



- record incidents accurately and reflectively via CPOMS
- ensure for oneself that all policies and procedures are understood and that Securicare training is up to date. Self-refer to School Leadership Team immediately if this is not the case.

### **3.2.2 Teaching staff**

- deliver quality first teaching and learning in the classroom – ensuring appropriate differentiation
- develop a positive classroom climate – ensure that pupils feel emotionally and physically safe; clear routines, clear expectations; feel that staff are in control.
- best-planned use of teaching assistants and resources, to support learning and behaviour
- ensure everyone has read and understood pupil plans including pen portraits, behaviour strategies and healthcare plans
- liaise with the class / department teams over incidents/successes
- follow through with pupils until incidents are resolved
- monitor behaviour in lessons and adapt approaches to ensure success for the pupils
- record incidents accurately and reflectively via CPOMS
- ensure for oneself that all policies and procedures are understood and that Securicare training is up to date. Self-refer to School Leadership Team immediately if this is not the case.

### **3.2.3 Securicare Trainers**

- as above, plus:
- advise and support other staff (Teachers and TAs) on effective Securicare strategies for individual pupils
- participate in Risk Assessments / Behaviour Strategy Meetings
- ensure detailed records are kept of every member of staff's training including content and date, ongoing as well as formal training
- keep succinct, detailed records of incidents or improvements, to monitor progress and to establish patterns (frequency charts)
- review strategies regularly and request adaptations if not working
- Keep HT informed as necessary
- develop positive relationships with all families to support pupil behaviour both in school and at home
- be prepared to arrange & lead meetings with staff teams, parents & multi agency teams to work to resolve behaviour difficulties.

### **3.2.4 Senior Leaders**

- to support teachers and teaching assistants to manage behaviour effectively through continuing professional development – not by doing it for staff
- to ensure issues raised via CPOMS recording are dealt with swiftly and appropriately
- to support pupils with understanding the school's approach to behaviour management
- to support parents with understanding the school's approach to behaviour management, and with behaviour management strategies
- to regularly review policy and practice

### **3.2.5 Pupils – as individuals, members of teams, members of the school community**

- to understand the school's approach to behaviour management as far as possible
- to improve their own behaviour, in line with our policy, so that they develop emotionally intelligent behaviour . For some, this may include self-assessment against agreed targets which will be reviewed regularly.
- to support their peers to improve their behaviour, in line with our policy

### **3.2.5 Parents**

- to support the school's approach to behaviour management, in line with this policy
- to support their pupil in learning to manage his/her own behaviour
- to take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management.

### **3.2.6 Governors**

- to approve the school's policy
- to support the school with its implementation
- Our record (over 20years) and target is 0 fixed term or permanent exclusions. However, governors would need to hear the case for fixed term/permanent exclusions if necessary, and to decide on the appropriate course of action
- to regularly monitor behaviour incidents

## 4 'PUPILS\_BEYOND'

'Pupils beyond' refers to those pupils whose behaviour is the main presenting problem (SEMH) and includes some pupils on the autistic spectrum or with social, emotional and mental health problems.

The majority of pupils at Springhead School respond positively when staff work within these guidelines. However, a small percentage of our pupils need additional support to improve their behaviour (pupils beyond)

We do this by:

- working in line with this Policy
- putting in more scaffolding, tailored to the specific needs of each pupil.

This might include:

- changing the class group / input from the TA / varying the classroom management
- making the routines/strategies more detailed
- drawing up an Individual Plan, detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).
- Education Psychology (EP) observations and targeted support with teachers, parents & pupils
- drawing on additional resources from beyond the school e.g. LDS
- (For advice with particular pupils, speak to SLT in the first instance)

## 5 BULLYING including Cyber bullying (see E Safety Policy)

See Anti-bullying Policy September 2015

- we do not tolerate bullying at Springhead School
- bullying should **never** be ignored
- **all** instances of bullying must be recorded on CPOMS, highlighting 'Bullying' to determine the type of incident
- parents should be informed by the class teacher by telephone
- every instance needs to be addressed, in line with this policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.  
This agreement needs to be monitored by the class teacher / TA to ensure that the bullying has ceased. If problems persist, they should be referred to a member of the SLT
- incidents are reported to LA and Governors termly

## **6 RACIST LANGUAGE/INCIDENTS**

- Although very rare, they are not acceptable at Springhead School.
- They should be dealt with in line with this Policy.
- They MUST be recorded on CPOMS – they are reported to LA and Governors termly.
- Sexist, homophobic, disability abuse - is not acceptable and should be dealt with in line with this policy

## **7 WORRYING/UNUSUAL BEHAVIOUR: Pupil Protection**

Staff must immediately report any worrying/unusual behaviour to our Designated Safeguarding Lead (Debbie. Jan / Sue are deputies for this role). Such behaviour may warrant involvement of parents, Social Services, Medical services or an assessment by the Educational Psychologist. The DSL will make that decision.

## **8 CIRCLE TIME**

This is a feature of some of our work at Springhead School. It is part of:

- our Life Skills curriculum
- our language and communication programme
- our behaviour management programme
- our mentoring and coaching of young people

In terms of our behaviour management programme, Circle Time:

- promotes equality of value i.e. all people in the Circle are of equal value ,as people
- gives all pupils a chance to speak and to be listened to
- specifically addresses behaviour, with the intention of:
  - acknowledging feelings
  - being non-judgemental
  - giving feelings a language for expression
  - looking for solutions

## **9 RESTRAINT**

This refers to the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property.

- it should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognized Securicare training, which should be up to date
- should **only** be used if the pupil is putting himself or others in danger and where failure to intervene would constitute neglect
- if used, it must be recorded via CPOMs
- a Risk Assessment, Behaviour Strategy and Pastoral Support Plan will need to be carried out – this might apply when an individual pupil/pupil needs physical interventions using Securicare strategies as a part of an on-going behaviour management plan.
- staff need to be able to establish the possible consequences of using a particular Securicare method or methods of physical intervention when difficult behavior occurs.
- Securicare physical interventions which have been successful should be shared with relevant colleagues
- if used, parent/carers need to be contacted before the pupil arrives home

**10 RESTRICTING LIBERTIES** – at Springhead School, pupils may **never** be

- locked up
- left alone / unattended (e.g. in the Safespace / playground – staff need to have sight or sound of the pupil and be able to be responsive to need)
- deprived of food / drink
- denied access to a toilet

**11 THE 'TELLING' SCHOOL**

A Springhead School we encourage pupils to

- tell a member of staff, if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it's a good thing to do. Any CYP/staff member who witnesses inappropriate behaviour, and says /does nothing is an accessory to that behaviour, is colluding with the wrong doing and giving permission to the perpetrator to do it. We do not tolerate the concept of "grassing is a bad thing"- instead, we encourage and applaud it.

**12 CORPORAL PUNISHMENT** – is illegal and is never used at Springhead School

**13 TOUCHING** – may be used **appropriately** e.g. a pat on shoulder, 'side hug'

**14 HOLDING** – by this we mean providing physical direction e.g. pupil is led away by hand/arm/around shoulder (using Securicare practices)

- it falls short of restraint
- it is subject to considerations of sexual appropriateness and sensitivity
- is subject to interpretation, so must be used with care

**15 MONITORING**

- we need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil
- we will observe and feedback to staff on observed good practice and areas for development

**16 CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

In order to further improve practice, staff can

- apply to go on individual courses out of school, as part of their individual Continuing Professional Development
- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- attend whole school, and team training sessions on behaviour management

**17** In conclusion, if each person in the school is effectively implementing this Policy, we will have a simple yet sophisticated technique for contributing to our Mission. Furthermore, it will reduce stress levels on both staff and pupils and contribute to continuing to make it a privilege to work at Springhead School.

## **Appendix 1**

### **Physical Intervention Policy**

Staff at Springhead School receive up-to-date behaviour management training, and all staff are advised to attend an authorised training course dealing with de-escalation techniques and positive handling, e.g. Securicare. We believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and appropriate, and be done with the aim to reduce not provoke.

All staff owe a duty of care to themselves, our pupils and their colleagues. To take no action, where the outcome is that a pupil injures him/herself, or another, including staff, could be seen as negligence. However, that does not mean you are required to put yourself in physical danger.

### **Advice for Staff**

Members of staff facing confrontational situations with students are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop students from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a student's exit. This may include a Sixth Form student leaving the site if it has been agreed with the family and they are informed immediately.

**Remaining calm** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, is recommended.

**Awareness of Space** – try to be aware of the space around you and avoid stepping into another individual's personal / intimate space. Try to take a step back outside the circle of danger.

**Pacing and Chasing** – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

**Intonation** - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly.

### **Help Script**

- Connect by using student's name
- Recognise the feelings
- Tell the student you're there to help
- You talk and I will listen
- Give direction

### **Diffusing body language responses**

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

### **Calm Stance**

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices

### **Application of Force (DfES advice to schools 10/98)**

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

This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are very exceptional, using reasonable force to hold a pupil down on the ground
- Prone holds are NOT used at Springhead School

**In the event of a serious incident** e.g. a fight, staff should:

- Make their presence felt – "stop fighting, stop fighting"
- Send for assistance



- We have said in the policy that we do not believe in using sanctions.
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk

**But** should not ignore or walk away.

Please ensure that you are familiar with all types of recording required by the school, in particular CPOMs (Child Protection Online Management System):

**CPOMS** is a software application for monitoring pupil protection, safeguarding and a whole range of pastoral and welfare issues. CPOMs is an invaluable safeguarding and pastoral online tool that allows information to not only be stored securely but also to be analysed and shared quickly. It gets the right information to the right staff at the right time. The information helps colleagues to see each part of the jigsaw puzzle and act accordingly. Accountability is much easier to manage and it has ensured the schools response is both thorough and prompt.

The additional reporting tools are invaluable for governors, external agencies and the whole host of safeguarding meetings.

Once employed in the school you will receive the log on details for your CPOMs access, and training to ensure you can use it efficiently.

### Use of Safespace at Springhead School

What is a Safespace?

A Safespace is a custom-made safe 'room within a room', that offers an attractive and calming space for pupils who are finding life difficult and need to compose themselves.

### Calming and Soothing

A Safespace provides a low-sensory, soothing environment where, if a pupil feels agitated they will be able to express their feelings with minimal risk of harm to themselves or others. We have found that the use of a Safespace can very often prove a much better alternative to the use of Restrictive Physical Intervention, particularly where pupils are tactile defensive or need time alone. Pupils are able to self-calm away from the gaze of others and without the need to be touched. The natural desire for one's 'own space' can often be denied to those who need high levels of supervision for their own safety.

## Time Out

Staff can take pupils who display challenging behaviour to the Safespace, reducing disruption, avoiding the need to 'clear' a classroom, and helping prevent injury. This reduces the need for manual 'holding' and helps to keep relationships intact. Many pupils use the Safespace as a means of managing their own behaviour. They are able to request the Safespace when they recognise they need it. The instances of crises can drastically reduce over time, as pupils have somewhere they can go before stress levels become too high. Anyone using a Safespace can learn to take their own 'time out' safely, and enjoy the benefit of privacy. They are learning to self-regulate their own behaviour.

Because the Safespace is a 'place' rather than just a technique to manage behaviour, pupils will begin to choose this as a place to go when they begin to recognise anxiety and its effects on them. The Safespace works well as a strategy written into Pastoral Support Plans and alongside approved techniques such as Team Teach de-escalation strategies. Most pupils find it a supportive place to be in.

## Risk Assessment

- Pupils who behave in ways that may be considered dangerous, socially inappropriate or disruptive make special demands on the staff of the school. They present us with the challenge of responding to their needs and helping them to lead valued lives in spite of their problematic behaviours.
- Some challenging behaviours raise special concerns because they significantly increase the risk of injury to the person concerned, or to other people. Examples of these behaviours are violence towards other people, self - injury and excessive damage to property.
- We need to take a common sense approach to risk assessment, i.e. taking action that results in the least damage to all persons concerned, combined with a positive teaching approach to behaviour
- If we do not have safe spaces with which we can protect others, then pupilren and young people who express themselves through behaviours that involve violence to others will not be educable at Springhead School, because we cannot keep others safe. Pupils could, thus, be likely to need to be educated away from home in a residential school.
- Using risk assessment techniques may suggest that it may be safer to keep a pupil in a Safespace against his or her will than to let them have free access to hurting other people, particularly given the vulnerabilities of many of our pupils.

## Guidelines

- The use of the Safespace is likely to be considered when a pupil causes harm to themselves, harm to others or damage to property.

- The Safespace can be used to prevent a serious incident, or self-selected voluntarily by a pupil. Agreeing to use the Safespace, when suggested by a member of staff, is viewed as self-selection as the pupil or young person is choosing to comply.
- The use of the Safespace will be identified in a Behaviour Support Plan, written in conjunction with the headteacher and shared with parents.
- The use of the Safespace may precede a Behaviour Support Plan for the reasons stated above, but a support plan must be written once the Safespace has been used.
- The intention of the adult must be to teach the pupil techniques for dealing with their distress.
- We must not, under any circumstances, use Safespaces as a punishment. For this reason, whilst staff may remind pupils of the consequences of particular behaviours, the Safespace must not be used as a threat.
- If our intention is to teach the pupil techniques for dealing with their distress, such as taking oneself away to a safe space / place, then other spaces may work that are less restrictive – e.g. an outside space and should not be overlooked
- Empathic use of a Safespace necessitates it being within the classroom; if the class leaves the room whilst someone is in the Safespace then a familiar adult must remain with the pupil
- All incidents of using a Safespace should be recorded. If the Safespace is used for more than one hour please let the headteacher know in order to review the pupil's needs and provision.

**Signed:**

Chair of Governors\_\_\_\_\_ Date\_\_\_\_\_

Headteacher \_\_\_\_\_ Date\_\_\_\_\_