

Behaviour Principles

We, the Governing body of Springhead School believe that

- all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
- We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.
- The **Behaviour Policies** and **NYCC Guidance for Safer Working Practice** will be applied with consistency and fairness, with regard to each individual situation.
- The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes; to provide boundaries and make our expectations clear.
- We will always try to teach the child what is expected, without humiliation or in public view.
- Our focus is on **positive behaviours** and the opportunities for pupils to learn through therapies and interventions. We therefore work to reduce risk of harm through negative behaviours.
- Due to the complex needs of our pupils there are times when staff have to work in particularly challenging circumstances. We support the staff team by providing a range of training which gives them the skills to support challenging behaviour, manual handling, medical needs, health and safety and safeguarding.
- The school follows the **Behaviour Policies** and **NYCC Guidance for Safer Working Practice** and Securicare training which includes the use of physical restraint where absolutely necessary.
- Where there are questions about practice, school will follow the relevant policies and procedures including the pastoral care for school staff accused of misconduct.
- Springhead School use a range of support and therapies to meet the very individual needs of our pupils. Through observation and monitoring of pupil behaviour and rigorous analysis of information gathered, new strategies are deployed.
- At times, it is identified that pupil's needs cannot be met in a generic special school. The review process will be used, including seeking appropriate assessments to consider the most appropriate provision for the child.
- Our children, those with special educational needs, physical or mental health needs, and looked after pupils may experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their needs.
- We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community.
- Given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, safer touch, behaviour, anti-bullying and exclusions) apply to all pupils when in school, when travelling on school transport (not provided by the Local Authority), and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Springhead School off-site.
- The school will utilise its powers to search and to **use reasonable force** in order to keep individuals from harming, or further harming, themselves or others.
- The school will always be responsive to the needs of children and will make its expectations of behaviour clear to staff and children.
- Given the importance of the safety of children, the Governing Body support the school's authority to **permanently exclude** where the child's safety and that of other children can no longer be maintained.
- All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff and within local authority procedures.
- The school regularly reviews behaviour incidents on CPOMS and in conjunction with the class teacher and class teams both for positive behaviours and where there may be concerns.

Appendix 1 Covid-19

Statement of Intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes strategies which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government guidance as it is released.

1. Introduction

COVID-19 presents significant challenges for the care and therapeutic engagement of pupils and young people with learning disabilities, recognising the increased potential for stress and distress particularly where options to de-escalate have not been successful. It is understood staff are undertaking demanding roles within very unique circumstances. This appendix aims to assist services by providing guidance for safe practice for those pupils who are presenting with challenging behaviour. This will enable the delivery of safe care for both pupils and staff.

When you can, staff must always follow Government guidance on social distancing.

2. Purpose

The purpose of this appendix is to ensure clarity regarding our ability to support pupils and young people at the times of stress or distress during COVID-19 which includes:

- Effective management of pupils and young people displaying challenging behaviour in the context of COVID-19.
- Those who during restraint procedures staff may deem high risk due to anticipated body fluid exposure e.g. spit or saliva.
- The guidance around the “Use of Reasonable Force” where staff members Securicare certification has lapsed.

3. Physical Restraint During COVID-19

Staff at this time should use the space available to their advantage, when physical intervention is required and is safe to do so, staff should support pupils and young people, to safe open spaces where they can be monitored at a distance.

There may be times where the use of physical restraint is required; at all times staff should ensure this is the least restrictive for the shortest amount of time.

The nature of physical restraint means that it is intrusive and reduces the ability of those involved to practice social distancing for the duration of the interaction. It is vital that infection prevention and control measures are reinforced including good hand hygiene, social distancing and where required the use of personal protective equipment. This will ensure the safe delivery of care and protection of both pupils and staff whilst preventing the transmission of COVID-19.

During this time, it is deemed some pupils and young people may be considered more ‘high risk’ due to the anticipated body fluid exposure as a result of their high anxiety. Where possible when pupils show these behaviours, if it is possible, staff are;

- Advised to wear PPE. It is down to the senior leadership team if they believe a behaviour review meeting is needed.

4. Certification of staff for the use of restrictive physical intervention

We understand that during this time staff members Securicare certification may have lapsed, or staff members may be unable to attend a relevant course. This does not mean staff are unable to use restrictive physical intervention in situations when it is required.

The Education and Inspections Act 2006, Section 93 states:

“Power of members of staff to use force

(1)A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

(a)committing any offence, (b)causing personal injury to, or damage to the property of, any person (including the pupil himself), or (c)prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.”

The Department for Education has no specified training provider in the Use of Reasonable Force.

Staff members, if expected to use Reasonable Force under these circumstances are as always expected to act in the best interests of the pupil, under the circumstances they are presented with.

It is recommended that staff members who are not trained, or their training has lapsed read the DofE’s “Use of reasonable force” July 2013.

As with any incident it should follow the schools recording and reporting procedures.

Those staff members who are unable to, or are out of their certificate date it is recommended that staff members attend “in house” interim refresher training, this will be specific for the schools current working environment.

References

Education and Inspections Act, 2006 (UK)