

Hurworth House School



Positive Behaviour Management Procedure

The Hurworth Way is unique, we strive to develop moral **character** and purpose, **coach** for endless possibilities beyond the expected and **creatively** inspire to learn

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Procedure for	Positive Behaviour Policy		
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Associated Regulation/Standards		Number	
Unit	Hurworth House School	Signature (Author)	Claire Blackett
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This policy outlines the philosophy of Hurworth House School in relation to supporting positive emotional regulation of young people with special educational needs.

No one policy can exist as a discrete entity and this policy should be viewed in line with other policies and documents which reflect the culture and expectations of the school, its staff, learners and key stakeholders. Those policies are:

- Admissions Policy
- Code of conduct
- Hurworth School 'Mission Statement'
- Anti-Bullying / Peer on Peer Abuse Policy
- Home-School Agreement
- Police involvement Procedure
- Complaints Procedure Exclusions Procedure;
- DFE (2013) Guidance 'Use of Reasonable Force'
- Whistleblowing Procedure
- Safeguarding Policy

Policy Objectives:

- To provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a **Hurworth Way ethos** and framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex learning needs at Hurworth House School
- To provide a holistic, whole person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence based **creative** practice and current research.

At Hurworth House School we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning.

We incorporate a holistic, whole person approach to ensure we are reflecting and planning for the needs of all our learners with complex layered needs. This includes learners with social, emotional and mental health (SEMH) needs, backgrounds of trauma, attachment difficulties and an autistic spectrum disorder (ASD).

We consider that behaviours which challenge always happen for a reason and might be the only way a learner can communicate it can arise for different reasons which are personal to the individual.

It is important to recognise the positive effects of praise and encouragement and the power of positive reinforcement to establish internal controls and maintain boundaries. The identification and creation of opportunities for young people to experience success and to receive praise and encouragement for their achievements, however small, is of crucial importance in forming a positive and trusting relationship. As a result, at the end of each school day, positive reflection sessions are held to reinforce positive behaviours and raise self-esteem and our rewards and sanctions policy is built on this premise.

At Hurworth House School Development we believe that:

- Our learners want to behave well.
- Behaviour is a means of communication we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognize that all of our learners are at different stages of the developmental process.
- All of our learners have complex needs and or learning difficulties which impact on how they learn to regulate and manage their behaviour.
- All staff must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour.
- To work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

Staff can support our learners by:

- Being mindful and reflecting on the quality of our relationships with each other, adopting the Hurworth Way ethos in **coaching** and supporting others.
- Reflecting and being committed to continuously improve on the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well informed and have insight and understanding of their individual needs.
- Reflecting and planning the “scaffolding” and **creative** strategies we put in place to support them to learn self-regulation skills.
- By observing, gathering and analysing data on behaviour to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.
- To work in close partnership with our learners, their parents and carers, and other Professionals working with them e.g. occupational therapy, speech and language therapy, CAHMS etc.
- To invest time, and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow their individual **character**.

Expectations of Staff are outlined in the ‘code of conduct’ which all members of staff are required to read on an annual basis, and this is monitored through the staff annual appraisal system. These expectations are also regularly reiterated in staff briefing meetings, training and Professional Development Sessions. In addition staff training in relation to Team teach and safeguarding is monitored and updated within allocated timeframes.

The resources, interventions and learning consist of

- A variety of individualised and accessible modes of communication.
- Clear and realistic expectations.
- Rules and boundaries.
- Routines.
- Rewards and consequences.
- Restorative practices wherever possible and appropriate.
- Descriptive praise.
- Fair and predictable responses to both negative and positive behaviour.
- Annual training in team teach and safeguarding

We believe that: Learners want to behave well.

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

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

How learners behave gives us important information about how they are feeling. Our Learners can find it difficult to communicate their emotional needs. Supporting learners to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

Learners with complex needs require a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs.

Learners can learn to improve their behaviour.

Learners at Hurworth House School can find learning difficult: Learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours.

Our students at Hurworth learn at a variety of paces. Some of our learners learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process.

We don't make a judgement about it instead we support our learners to get it right.

All adults can learn strategies to support learners to improve their behaviour.

Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Hurworth House School we encourage staff teams to **creatively** problem solve and reflect on what functions of behaviour drive or trigger behaviour in learners, and to think about ways to proactively support or respond to that challenge in a non-judgemental and supportive way. This can be very difficult especially if a learner is aggressive or targeting others in a focused way.

Where developmentally appropriate, we actively support learners to reflect on their behaviour and to repair relationships with other person(s) involved/affected.

Learners with complex difficulties can be supported to repair; this will look different for each learner. We can't make assumptions about what learners feel. Unresolved difficulties can make learners very anxious and this can cause behaviour to escalate or become habitual.

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 like how you used your communication book to tell me how you are feeling"

"I liked that you asked for a break when you needed it"

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

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

The majority of learners at the school will respond positively when staff work within these guidelines but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner.

We do this by:

- Working in line with this Policy
- Putting in additional support, tailored to the specific needs of each learner.
- Multi agency reviews and team around the child meetings to review strategies
- Case formulations led by the school clinical team meets on a weekly basis where complex cases are discussed, problem-solved, additional referrals made or current provision reviewed).
- Observations by both educational and clinical in a range of contexts, including home visits.
- Medical investigations to ensure that the pupil is not in pain or unwell or to identify emerging that may be impacting on emotional wellbeing or mental health
- Making the routines/strategies more detailed.

- Revisions to Risk Assessments and Positive Behaviour Support Plans detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff/professionals working with the learner.
- Parental and family support to implement changes in strategies.

Behaviour Support and Risk assessment

Every young person at Hurworth House School has a Behaviour Support Plan and Risk assessment. A behaviour support plan and Risk Assessment is comprised through describing the environmental change, antecedents, teaching and replacement behaviour strategies that will need to take place to bring about changes and/or maintain a young person's behaviour. Ultimately behaviour support plans/Risk Assessments will impact the nature of instruction, curriculum, and other aspects of the school routine for students. All plans provide a holistic approach to managing behaviours, which aims to support the young person's individual needs for example; age, diagnosis, cognitive ability, medical needs and individual characteristics such as race or ethnicity.

It is each staff member's responsibility to be aware of the Behaviour Support Plan and risk assessments for any young person they are likely to have contact with. The plan highlights historic and current antecedents for behaviours that challenge displayed by the individual. It outlines all the effective de-escalation/ diversion strategies that are specific for each individual and the most effective approach to support a young person's behaviour.

The individual's support plan and risk assessments are completed by the learner's form tutor and the class team and is reviewed following incidents and at least annually at the review of their EHC Plan. The Individual Behaviour Support Plan is a fluid and dynamic document which can be evolved and adapted as a learner's behaviour changes.

All school staff can contribute to each young person's plan by communicating with the young person's tutor. The learners themselves and their parents/carers and other professionals are encouraged to contribute also. Any changes or amendments are communicated to staff through weekly staff meetings and have to be authorised by senior staff and agreed by parents/carers/Local Authority.

Each learner should be aware of their behaviour management plan, and have discussed it with their keyworker. Plans are designed to suit the age and ability of each young person.

Combating Bullying

The school has an Anti-bullying and peer on peer abuse Policy which was drawn up in consultation with staff and student voice. Anti-Bullying protocols are at the centre of daily life at Hurworth House School through assemblies, form periods and day to day learner management. Our policy is reviewed each year. All incidents of bullying are monitored and tracked by our Safeguarding team.

Cyber bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Class teachers will discuss cyber-bullying with their tutor groups.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.

The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

Positive Handling

Hurworth House School uses a 'Team Teach' approach to behaviour management. Team Teach is committed to the term 'Positive Handling' which refers to a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation. Physical intervention is only used as a last resort for the shortest possible time. It only occurs when de-escalation techniques have failed to work.

The incidents described in DFE (2013) Guidance 'Use of Reasonable Force' fall into three broad categories:

- a) where action is necessary in self-defence or because there is an imminent risk of injury;
- b) where there is a developing risk of injury, or significant damage to property; and,
- c) where a learner is behaving in a way that is compromising good order and discipline.

Training

All members of staff are entitled to and are trained in Team Teach which emphasises that **95% of behaviour management is the employment of de-escalation techniques.**

Team Teach provides a gradual and graded approach using Team Teach strategies with an emphasis on de-escalation for when positive handling is necessary.

Aspris have a central training team that conduct team teach training events, refreshers and are available for immediate support.

Team Teach Training is logged on the Foundations for Growth System which electronically monitors the training needs of staff and is overseen by the school's site business manager Victoria Skilbeck. Aspris learning lounge also provides staff with the up-to-date training sessions, policies and changes relating to team teach.

All training is refreshed formally every 12-24 months as recommended and required by Team Teach, however informal workshops are delivered on a termly basis to staff.

Individual Training needs of staff are highlighted and addressed through Professional Development sessions with their line managers.

Alongside this specific training all staff receive regular training on a variety of topics such as ASD, Speech and Language, attachment, PDA, ADHD, Communication and many other areas which facilitate staff actions and inform them of the best way to meet individual needs and best manage specific behaviour of our cohorts.

E-compliance reports are reviewed on a weekly basis by the head-teacher and the PH lead Richard Juillerat. Trends and analysis are undertaken in weekly statistics meetings with all senior leaders at the close of each week. Weekly lessons reviews of all e-compliance and positive handling lessons learnt are in place and disseminated to staff via weekly briefings.

Authorised Staff

At Hurworth House school the head teacher authorises all staff employed directly by the school to intervene physically once trained and maintains an up-to-date list of authorised staff. This authorisation is given in the firm belief that all staff within the school will from time to time be called upon to have control or charge of learners. It would be invidious for some staff to be able to abdicate this responsibility and for others to feel duty bound to carry it out. Clearly in a school such as Hurworth House all staff have a duty of care; therefore, all need to be able to discharge this responsibility appropriately?

Authorisation is not given to those persons not employed directly by the school e.g., volunteers, parents, taxi escorts etc. However, it is given to those drivers and taxi escorts employed by the school.

All staff at Hurworth House School are aware of their responsibility in this area and are clear in what circumstances and settings they may use force. All staff have had extensive verbal and written guidelines regarding the use of force and training has been made available for all staff. No member of staff will be expected to undertake the use of reasonable force without appropriate training. In addition, it is made clear at staff induction that such training will be provided as part of ongoing staff development.

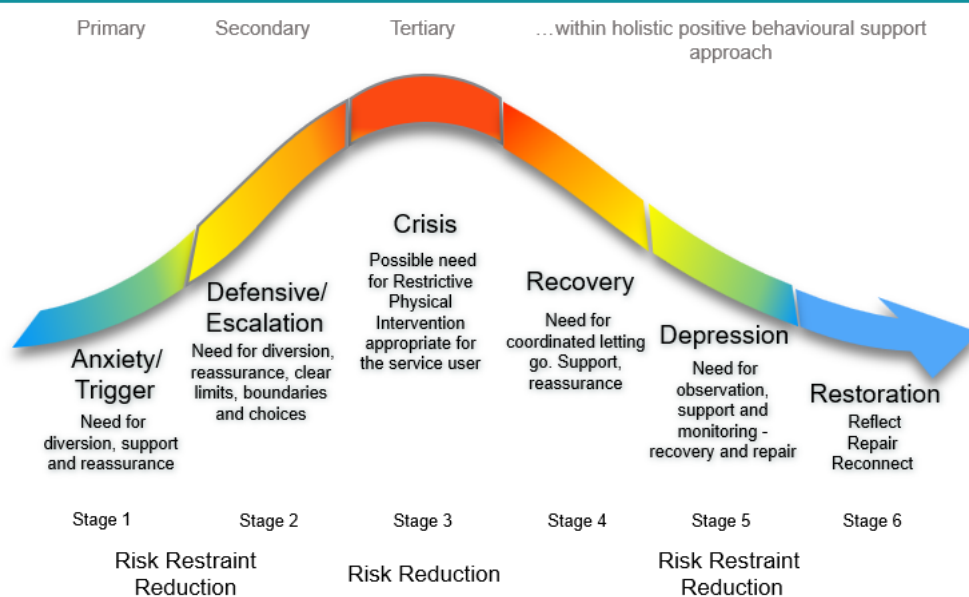
Supporting a Young Person in Crisis

An integral part of the role and function of staff at Hurworth House School is to effectively manage the difficult and, at times, volatile behaviour exhibited by the learners when displaying peak behaviours.

Six Stages of a distress and support

The diagram of the 6 stages of crisis gives you a visual aspect of how crisis can look and what you would expect to see within these stages.

Six Stages of Crisis



Stage 1

Within stage 1 the pupils presentation would generally look like the following:-

- Individual show signs of anxiety
- Hiding face in hands or bent over/ under table
- Pulling up collar or pulling down hat
- Rocking or tapping
- Withdrawing from group
- Refusing to speak or dismissive
- Refusing to co-operate
- Adopting defensive postures
- Pupils dilate
- Body position & tension- arms crossed
- Clenched jaws or fists
- Jaw jutting & chest thrown out
- Breathing - rapid, shallow, audible
- Eye contact increased or decrease
- Read the body language
- Read the behaviour- Assess the situation
- Intervene early

- Communicate – “Talk and I’ll listen”
- Inform of desired behaviour
- Use appropriate humour
- Display CALM stance & body language
- Talk low and slow and quietly
- Offer reassurance – including positive physical prompts

Divert and distract by introducing another activity or topic

Stage 2

Within stage 2 the pupils presentation would generally look like the following:-

- Individual begins to display higher tension
- Belligerent and abusive
- Making personal and offensive remarks
- Talking louder – higher - quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing around
- Breaking minor rules
- Low level destruction
- Picking up objects which could be used as weapons
- Challenges – “I will not...you can’t make me”
- Continue to use Level One de-escalation responses +
- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation and consider making the environment safer and getting help
- Guide the elbows towards safety

Stage 3

Within stage 3 the pupils presentation would generally look like the following:-

- Shouting and screaming
- Damaging property
- Moving towards danger
- Fiddling with electrics
- Climbing trees
- Climbing roofs or out of windows
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects which can be used as weapons
- Hurting self
- Grabbing or threatening others
- Hurting others (kicking – slapping – punching)
- Continue to use all the Level 1 and 2 De-escalation responses +
- Make the environment safer
- Moving furniture and removing weapon objects
- Guide assertively – hold or restrain if absolutely necessary

- Ensure face, voice and posture are supportive not aggressive
- Use “Help Protocol” to save face by changing face

Stages 4&5

Within stages 4 & 5 this is when they need to be insulated from further heat so that they can cool down. They need to be given time and may not know whether or not they are really ready.

Stage 6

Within stage 6 the pupils presentation would generally look like the following:-

- All significant incidents should be followed by a process of restoration involving listening, learning putting things right again and planning a better way for the future.
- “I care enough about you not to let you be out of control.”

IESCAPE

- Insulate (rather than isolate) for a private conversation.
- Explore the young person’s point of view about what happened together without judgement.
- Summarise the feelings and share an account of what happened.
- Connect feelings and behaviours for all concerned.
- Alternative behaviours discussed and explored.
- Plan what to do differently next time and practice alternatives.
- Enter back into circulation when ready.
 - Listening and Learning

One objective of the Restorative Stage 6 of the Stages of a Crisis is for the individual to understand that the reason why staff sometimes need to hold them is because they care about them. We hold pupils safely until they can hold themselves safely.

The Use of Positive Handling

As has been made clear throughout this document an array of primary and secondary strategies should be attempted before physical intervention is used. Any form of physical intervention maybe used maybe used when all other strategies of diversion and de-escalation have been exhausted and staff deem it necessary, proportionate, and reasonable. Even in such a situation staff should remember that dialogue is an essential first response. Before using physical intervention, staff should, wherever practicable, tell the learner to stop misbehaving and communicate in a calm and measured manner throughout the incident. However, staff should feel able to reinforce dialogue with actions provided that their use is persuasive rather than coercive. In such circumstances staff should not give the impression of acting out of anger or frustration, or to punish a learner, Physical intervention should only be used to reduce any immediate risks. Once the risk has been reduced or removed Physical Intervention should reduce/ stop. This idea is developed further in the next paragraphs which identify the four types of intervention that can be used in this manner.

A definition of the terminology used in supporting situations is required and therefore provided here in order that all staff have a clear understanding of the different situations that they may become involved in. These areas are as follows:

a) Physical Presence

This refers to actions which reinforce a member of staff’s authority or concern. It is an aspect of the staff member’s role as a supervisor of young people. At its simplest level, a staff member’s presence in the room with young people should be a deterrent to misbehaviour. A look or a gesture, dependent

upon the quality of relationship between the member of staff and young person, may send out signals to young people which help to keep behaviour within acceptable limits.

Other acceptable measures can include standing in the way of a young person who is ignoring instructions or losing control and may be reinforced further, for example, by placing a hand on the young person's arm. The effect of this may be to restrict a young person's movement without the use of positive handling. Once again clearly such a situation will only be effective if the relationship between the young person and a particular member of staff is a respectful one. The following principles apply to the use of an adult's physical presence:

i) it must be likely to be effective by virtue of the overall authority carried by the staff member and not simply his/her physical presence.

ii) it must be used in the context of trying to engage the young person in discussion about the significance and implications of their behaviour.

iii) It should not be persisted with if the young person physically resists. In this case a decision will need to be made about whether another form of intervention is justified.

b) Physical Contact

In the context of a school setting there are a variety of situations where physical contact can legitimately occur but fall short of what we understand as physical intervention. Within Hurworth House School we have defined these under the following four headings:

i) **Holding** - in this context, is the use of physical contact to direct or calm young people that falls short of positive handling and the restriction of liberty.

Younger or more immature young people (particularly those with disturbed, chaotic or inconsistent behaviour) will, from time to time, need physical direction. They may, for instance, be placed in seats they do not wish to occupy or led to a room where they do not wish to be. They may need to be diverted from disruptive or destructive behaviour by being led away by adopting a caring C or by a friendly support. Young people having an argument or a fight, which in itself is not likely to cause serious harm, but is nonetheless disruptive and detrimental to the wellbeing of other young people, may be successfully separated by being held firmly and guided away.

This type of intervention is distinguished from restraint by the degree of force applied. Positive handling uses a degree of force necessary to prevent a young person harming himself or others or property.

ii) **Touching** - for the purposes of this document, touching is defined as everyday acts of communication by physical means to indicate approval, affection or sympathy.

Staff should be mindful of the physical context of their actions. They are protected from unfounded accusations of inappropriate physical contact with young people if witnesses are present. Touching of this type should never take place in conditions which are both private and in areas to which there is no open access (i.e. behind closed doors or in remote situations).

Whilst it is not intended that this guidance should deter normal physical contact between care-providing adults and young people, staff should be mindful of the high proportion of learners here who have experienced sexual or physical abuse. They must ensure that any physical contact is not misinterpreted.

iii) Treating

Emergency treatment may be required at any time and staff should never feel constrained from acting immediately to prevent harm even when this involves intimate body contact.

Any procedures used:

- Should have medical point and/or hygienic point
- Should not involve more contact than is necessary
- Should be undertaken by persons of the same sex as the learner when such a person is available and when their first-aid skills are no less than those of an available person of the opposite sex

iv) Teaching

Generally teaching can occur without the need to touch learners. However, there are legitimate reasons for a member of staff to touch a young person as a part of the teaching process. Even so staff should be aware that touching of any sort can be distressing for certain learners who have been subject to physical or sexual abuse or have sensory issues. Caution should be exercised in these cases, although even with such young people, there should never be any inhibition when the immediate safety of the young person is concerned, e.g. saving from a fall in PE, pulling away from hazardous machinery, retrieving from deep water in swimming.

Staff will themselves identify many activities in which it is helpful or even essential to touch young people. For example:-

- Modelling pencil grips/scissor grip
- Ensuring technology tools are held correctly
- Supporting in PE and swimming
- Teaching learners how to use equipment in science
- Touch in these circumstances must have:-
 - Justifiable point
 - Must cease immediately if the young person appears distressed or voices concern
 - Must avoid breasts or genital areas
 - Must not last longer than is necessary to fulfil its point

When engaged in any of the above four activities staff should ensure that they:

- Be familiar with school requirements for professional conduct
- Have read and understood the school's safeguarding policy
- Respond appropriately when concerned about a young person's behaviour, welfare or wellbeing
- Understand the importance of confidentiality in young person protection matters
- Record any information which has a bearing upon the young person's welfare or protection
- The member of staff involved should have an established relationship with the young person and should explain to the young person what they are doing and why
- Holding and touching should not arouse sexual expectations or feelings and should cease if the young person gives any indication of this. This is particularly the case when a member of staff is holding a learner of a different gender to his or herself
- Staff should be careful where they hold young people. For instance, staff should be careful not to hold a young person or young person in a way that involves any contact with breasts or genitals
- If on any occasion the young person forcibly resists or demonstrably objects, then "holding" should no longer be used. Consideration should be given to other means of intervention in consultation with other staff, if circumstances permit

De-brief, Reflection, Relationship Repair reflection process

It is important that the sanction/consequence is not delivered in isolation.

It is important that staff dealing with a young person with difficulties take time to talk through the problem. This might be more appropriate later in the day or the next day as time often needs to elapse so that this can be done in a calm and constructive manner rather than both parties feeling hurt or aggrieved.

Staff who have dealt with a problematic situation always have the opportunity to de-brief either a member of the senior management team or Team Teach Instructor, in order to find a better way of how a situation may have been dealt with.

Restorative debriefs are offered after each incident and written evidence is attached to the e-compliance report – lessons learnt disseminated in daily briefings. When and where possible role play is adopted to unpick team teach practices with a young person to ensure their voice is heard.

Where a serious incident has occurred and Physical Intervention was not necessary this should also be recorded on the e-compliance system (Engage) within 24 hours. All incidents will be discussed in briefing at the end of the day to ensure any updates to individual plans are carried out and preparations for the following day put into place. Apart from being a statutory requirement, this recording enables Line Managers and other senior staff to offer support and supervision regarding the use of measures of control.

It also provides basic statistical and other information for a termly review of the use of measures of control. In certain cases these recordings can help inform the planning process for individual young people.

The School recognises that where staff have been involved in an incident involving physical intervention that this is potentially a very stressful situation and staff should have access to a debrief and support. Within the school, this will normally be made available through Line Managers or Team Teach Tutors but staff may also seek further professional support if necessary following discussion with the head teacher.

When the use of physical intervention is necessary to reduce the risk of harm to the young person and/or others, it is not entirely 'risk free' exercise to either the staff or the young person involved. Where an injury is incurred the accident book should be completed, this is kept in the staff room and reviewed by Victoria Skilbeck, business manager.

Incidents in which a Hurworth House School student physically injures or is violent towards a staff member

- A student who physically injures or is physically violent towards a member of staff has broken the law and the Hurworth Code of Conduct.

The physical injury will be the result of a deliberate and aggressive action. This could involve injury to any part of the body and could be the result of a slap, punch, spitting, kick, trip or the use of an implement. Such physical injury could be intentionally inflicted by one or several students acting either together or separately.

- The first priority is to ensure the safety and health of the staff member.
- All staff must be seen by a first aider in school if necessary and welfare will be provided. It is the staffs responsibility to meet with the behaviour lead and or the business manager in the event of any injury.
- A record of the injury needs to be recorded on engage under the staffs name providing an additional incident record is required detailing the assault.

Role of Management

The Senior Management Team are responsible for the overall monitoring of Behaviour Management across the school. On a daily and weekly basis the school will review incidents, consider learning and additional support required and implement in a timely manner.

They achieve this by monitoring day to day practice, chairing individual staff group meetings, providing supervision and support to individual staff in Continuing Professional Development Sessions, attending individual learners meetings and discussions in Senior Staff Meetings.

- The Senior Management Team are responsible for staff training and deployment.
- The Senior Management Team are responsible for ensuring that at interview prospective staff are informed of the policy, practice and expectation of staff in the application of Positive Handling.
- The Senior Management Team are responsible for ensuring that before receiving training steps are taken to consider the placement of staff in relation to the risks they face and the knowledge, skill and understanding they possess. Also to ensure that the physical health issues of all staff are taken into account and documented in relation to their ability to perform their duties as defined by their duty of care and in relation to the behaviours and risks they are expected to manage.

All staff members sign a declaration of fitness to practice and this is regularly reviewed by line managers. The head teacher and the team teach lead carry out regular audits of behaviour and behaviour management across school analysing the data available for individuals and year groups in an attempt to reduce antecedents and improve staff practice.

The head teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a learner, this will be pursued through the appropriate procedure.

Quality Assurance

The school is committed to improving quality of practice and outcomes for children and young people. In a pursuit to do this all training and interventions in the school are evidence based and have been proven to positively impact on the behaviour and outcome of learners.

The head teacher reviews incidents on a daily basis via briefing and on a weekly basis to check quality of recording on e-compliance.

The head teacher reports to governance on trends and issues, along with actions taken in the school to positively support the improvement of behaviours the monitoring process ensures lessons learnt are evaluated and that CPD is tailored to address actions. The Child's voice is recorded expressing preferred strategies and used to inform behaviour plans. Behaviour support plans are reviewed in line with lessons learnt for individual cases. Briefings are at the beginning and end of each day to ensure staffs are up to date in regards to children needs or issues

Rewards and Sanctions see also (rewards and sanctions policy)

Hurworth House School recognises that an effective balance of appropriate rewards and sanctions, which are applied consistently, is essential to the development of a positive behaviour culture and effective learning environment.

Both Rewards and Sanctions should be proportionate, relevant, prompt, meaningful, realistic and practical and must always be appropriate to the young person's needs and understanding.

The school

The Hurworth Way- Classroom Code of Conduct

To ensure every member of the learning community is clear about expected behaviour in the school environment and in different learning spaces, there will be clear **Hurworth Way -Codes of Conduct** displayed. These will be accessible to all students and staff and explained in terms they understand. Where students experience behavioural or communication difficulties, it is recognised that acceptable behaviour may have to be explicitly modelled and taught. Some students will need support to achieve acceptable behaviour it will be made clear to every student what appropriate behaviour is for them.

Management of learning spaces

The school recognises that the management of learning spaces and teaching methods play an important role in influencing student behaviour. The relationship between the teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and displays will all have a bearing on how students behave. Learning spaces should be kept in good order at all times.

Recognising, Rewarding and Celebrating Success

It has long been established that rewards are more effective than punishments in motivating learners. One of the most effective rewards used at Hurworth House School is the frequent use of praise and encouragement, both in lessons, around the school and in residence.

As Hurworth House School is based upon the fundamental principle of good relationships between staff and learners, verbal recognition is more meaningful for a young person or young person when they have respect for that person and they seek their approval and reassurance.

Home school communication with parents and carers also focuses on positive aspects of behaviour as well as any problematic behaviour. At the end of each day there is a positive reflection for Young people and debrief where every member of staff feedback their 'highlights' of the day.

At the end of each week there is a full school assembly (during covid this takes place in classrooms and or zoom) where every member of staff feedbacks young people's achievements of the week and certificates are presented from both the school and also external organisations who have recognised individuals success.

At the end of each school year there is the annual 'Presentation Day' at the summer Barbecue to which all parents and involved professionals are invited and each individual learners success is recognised and rewarded.

Consequences and sanctions

Where problematic behaviour has occurred it is important that the young person receives consequences for their actions. These could include:

- one-to-one admonishment;
- removal from the group (in class);
- withdrawal from a particular lesson or peer group;
- The restriction or withdrawal of privileges for short periods e.g. outings, leisure activities, etc.
- withdrawal of access to the school IT system (if the learner misuses it by, for example, accessing an inappropriate website);
- Learners may be asked to undertake extra meaningful tasks. These tasks should be readily seen as relevant to the learner in terms of that young person's unacceptable behaviour.
- In the case of damage caused by unruly or deliberately destructive behaviour can be made good by working restorative work with maintenance and or staff teams.
- Confiscation, either temporarily or in extreme circumstances permanently, of any article, material or substance belonging to a learner if that article, material or substance is considered to be a serious nuisance to others, or to be dangerous or injurious to others, or to his/her self.
- withholding participation in a school trip or sports event that is not an essential part of the curriculum;
- carrying out a useful task in the school;
- extra work or homework;
- The limited restriction of liberty e.g. being asked to remain in at break and or lunchtime but not being locked in. A risk assessment must be clearly verbalised with reasons to the young person. In such circumstances a young person or young person should not be left without something positive to do and staff must check on that young person frequently.
- A reflection on the pupils in class reward structure.
- 2.40pm after school detention (this requires approval from a Senior member of staff);
- a fixed period exclusion (only authorised by the head teacher);
- Permanent exclusion (only authorised by the head teacher).

Unacceptable Sanctions

Totally inflexible systems of rewards or sanctions are unacceptable. Decisions about the use of sanctions should be based upon the needs of the individual learner, not upon a pre-determined regime. It is unacceptable to use sanctions without open and thoughtful exchange of views and reasons between staff. At a level that takes account of their ability and understanding learners should be involved in this discussion.

The use of sanctions should never mean the physical or emotional rejection of a learner - remember it is their behaviour which is unacceptable, not them. No young person must be allowed to administer sanctions to any other young person, and the negative control that some young people have within their peer group should not be exploited to maintain order by adults.

The following sanctions are totally unacceptable:

a) Corporal Punishment

Is totally unacceptable and illegal. This includes striking, cuffing, shaking or any form of violent act or retaliation.

b) Deprivation of food or drink

Eating and drinking are essential components of nourishment and are fundamental to a young person's health, physical and emotional development. Consequently they should never be withdrawn as part of any sanction.

c) Restriction or refusal of visits or communication

This applies to all learners being placed on after school sessions during pre- planned contact visits.

d) Deprivation of liberty

The use of accommodation for the deprivation of liberty is totally prohibited. However, the refusal of permission to go out if supported by a risk assessment verbalised to the learner, short of measures which would constitute deprivation of liberty is not forbidden.

e) The use or the withholding of medication or medical or dental treatment

This is a completely unacceptable practice as a means of controlling behaviour and must not under any circumstances be used with our learners.

f) Intimate physical searches

Intimate physical searches are completely unacceptable. However, a search of a young person's clothing may be necessary if staff have reason for concern that a learner or others safety is at risk e.g. concealed weapons, drugs.

Police Involvement

Hurworth House School has developed a school partnership with local Police Officers who are linked with the school to create a more pro-active approach to:

- Reduce victimisation, criminality and anti-social behaviour within the school and its community
- Identify and work with young people at risk of becoming victims or offenders
- Ensure the full time education of young offenders
- Support school staff in dealing with incidents of crime, victimisation or anti-social behaviour
- Promote the full participation of all young people in the life of the school and wider community
- Support young people by making them aware of the dangers of Child Sexual Exploitation and aware of the School's responsibility to them through the "Prevent" strategy

The school work within a framework of not wanting to criminalise young people who are vulnerable, while balancing the wider needs of the situation

Whistleblowing

If a staff member has a concern about the practice of another member of staff they should inform their Line Manager (see Whistleblowing Policy)

Complaints

The availability of a clear policy regarding physical intervention and the early involvement of parents, in any incident should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the school's Complaints Procedure.

In the case of any action concerning a member of staff he/she will be kept informed of any action taken. Staff will also be advised to seek further advice from his/her professional association/union.

Awareness of Space

Try to be aware of the space around you and avoid stepping into the learner's personal/intimate space. Try to take a step back to avoid confrontational body language.

Pacing and Chasing

When angry some learners 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 counterproductive as it may trigger a chase response and drive the learner away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently or even sit down.

Intonation and use of voice when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly and where appropriate using visuals and/or gestural prompts.

- Help Script
- Connect by using the learner's name.
- Recognise and acknowledge the learner's feelings.
- Tell the learner you are 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 the learner to 'take up' time to make their own choices.
- Build confidence in learners that you are in control
- children need to feel that adults are in control to feel safe.
- In the event of a serious incident e.g. a fight, staff should:
- Give clear and immediate instructions "stop fighting."
- Send for assistance
- Instruct and/or remove any onlookers from the environment where possible