Contents

1.0 INTRODUCTION

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0 DEFINITION

Promoting behaviour for learning within Hillingdon Manor School requires the creation and maintenance of a learning environment which allows staff and parents to support pupils in self-regulation and maintaining learning behaviour effectively, both at home and at school. All staff are committed to supporting pupils' learning to comply to the best of their capabilities with rules and boundaries expected in mainstream education and the world outside, therefore reducing social and educational barriers. This approach requires a 'no blame' culture in which 'what works' is what is promoted and encouraged. We strive to provide clear rules, boundaries and the tools to keep them

within an environment where pupils can, over time, learn to develop thought processes and actions about what works in the modern UK society, so that their ability to access communities, facilities and opportunities is not hindered.

3.0 AIMS

The school ethos is one which is very much aware of the importance of secure attachment between adults and all learners as well as good relationships between all pupils and adults who are part of the learning environment. A common vocabulary of trust, empathy and respect is used across the school to foster positive relationships and reciprocal behaviour. A positive behaviour support approach provides a cohesive, connective and meaningful way for pupils to learn and generalise key interactive and team building skills within the school, and local community.

- The staff at Hillingdon Manor School aim to work collaboratively in a coordinated manner with one another and with parents to use consistent language and responses to challenging and inappropriate behaviour from pupils.

- A primary aim is to ensure that challenging or passive behaviour associated with autism is brought to a manageable level so that pupils display behaviour which shows that they are ready to learn.

- Staff aim to provide a consistent approach which allows pupils to experience and learn clear rules and boundaries and respond appropriately to them.

- In requiring pupils to make choices about their responses to their own behaviour, staff aim to encourage meta-cognitive and self-reflective attitude and personal responsibility in behaviour management.

- Staff aim to support pupils in identifying clearly what the precipitating factors are. This will support pupils in communicating clearly what has upset them, discussing it, making an effective choice about how to deal with it once they have reached tension reduction and mending any negative results of behaviours, clearing up with whoever has been affected to re-stablish therapeutic rapport.

- Staff aim to teach pupils how to self-regulate by using specifically taught relaxation and calming techniques, that are individual-specific, how to monitor their levels of anxiety, and how to return to being 'Just Right' during times of escalation. When necessary, staff will use safety interventions, which are physical intervention techniques, to support pupils in the process of reaching tension reduction.

- Staff aim to promote the achievement of keeping the expectations of the school by rewarding individual pupils for good behaviour and good work.

- Staff will make clear through the way they are being with pupils that they are there to teach them and that pupils are here to learn. Pupils learn that they need to comply with reasonable adult requests whilst at school. Parents are supported in achieving this situation at home.

4.0 GUIDANCE

- Each student has an individualised Behaviour Support Plans (Appendix III) which is kept in their Pupil File, an electronic copy of which may also be kept in the Class File. All staff are made aware of the strategies used and have access to the plans.

- The Positive Behaviour Support Plans (Appendix III) clearly state agreements about how to manage challenging and inappropriate behaviours which are identified using Decision Making Matrix and the CPI Crisis Development Model^{SM}. Behaviour level is set against most appropriate staff's attitudes and responses. Guidance about specific support structures (e.g. individual work stations), rewards and choices (e.g. choosing time or personal organisation checklist), specific medical needs, requirements for possible time out of class and physical intervention, where applicable, is also stated.

- The Behaviour Support Plans (Appendix III) document is discussed and reviewed with the parent/s or carer/s of each student at parent's evenings or at other appropriate times if unable to discuss at parent's evenings.

- Consistent language describing behavioural expectations is made explicit to all students and used throughout the school. School Rules (Appendix 2) are clearly displayed within each classroom. A clear choice system is used in order to empower pupils in making informed choices in relation to the action they take and consequences they will experience. This is discussed within the context of what works and does not work in life.

- While there are commonly used templates for certain visuals (i.e. timetables, choosing time, good choices, "I Need a Break" and so forth), staff are encouraged to personalise these to best meet the cognitive and emotional needs of their learners.

- When supporting a student in stopping behaviour staff always give the student a choice by linking the expectation with the action and the consequence. Staff will refer to the Verbal Escalation Continuum^{SM} which identifies forms of verbal escalations at different behaviour levels.

a   Staff address pupils using their preferred name in a professional, calm and nurturing manner.

b   For example, '(Pupil's preferred name) stop. Your behaviour is unsafe / The rule is "no hitting". Staff will then use pupil's preferred mode of communication to provide them with choices. One choice will be educationally, socially and physically advantageous to the pupils/pupil with an individually positive outcome – a choice that promotes self-regulation and facilitates behaviour for learning. The other choice will be a choice which is unacceptable educationally, socially and or physically with an outcome which is less desirable to the pupil.

c   If further clarity for the student is required (e.g. if student is experiencing upset and information processing is reduced), staff use pupil's preferred mode of communication to reinforce the message e.g. Makaton sign language, British Sign Language (BSL), PECS, visuals, cued articulation, or other forms of AAC e.g. an app.

d   If a pupil refuses to choose, staff will say "If you do not make a choice staff will make the choice for you".

e   The tone of voice used by staff when offering choices will be neutral and assertive.

f   Staff will deploy appropriate verbal de-escalation techniques to manage defensive behaviour (Crisis Prevention Institute, 2022):

   i   **Release** (Verbal and emotional outburst: screaming, swearing, high-energy output.) – **Allow venting.** If possible, remove the audience or the person. Give directives that are non-threatening. Use an understanding, reasonable approach.

   ii   **Intimidation** (The individual is verbally and/or non-verbally threatening staff in some manner.) – **Seek assistance.** Take all threats seriously. Wait for colleagues to arrive

   iii **Refusal** (An unwillingness to cooperate or follow instructions: a verbal "no," further questioning, walking away.) – **Limit setting**. Redirect the person's focus and attention to the desired outcome.

   iv   **Questioning: for information** (A rational question seeking a rational response.) – Give a **rational response**.

   v   **Questioning: challenging** (Questioning authority; attempting to draw staff into a power struggle.) – **Downplay the challenge**. Stick to the topic.

   vi   **Tension reduction** (Decrease in physical and emotional energy.) – Establish **Therapeutic Rapport**. Re-establish the relationship.

- If a pupil makes a choice which is not in their interest, a consequence takes place, such as losing out on play time or special choosing time in class. In some instances, a natural consequence may occur (i.e. pupil's favourite toy gets damaged and becomes unusable after they have thrown it). When that happens there may be no need for additional consequence.

After this has taken place, a staff will seek to re-stablish the relationship. This encourages good behaviour from an objective, non-judgemental point of view where there is an objective space for pupils to develop an understanding of right and wrong:

a   Behaviour "A" (e.g. taking turns) works because (people feel they are liked, and that they have a contribution to make to the team).

b   Behaviour "B" (e.g. not taking turns) does not work (people feel as if they are not liked and that they are not part of a team.) Staff can then elaborate further by stating i.e.: "In a team we must use empathy. What does empathy mean?"

c   How does "Behaviour A" make you feel and how does "Behaviour B" make you feel?

d   How do you think "Behaviour B" makes others (or a specific individual) feel and how do you think "Behaviour B" makes others feel (or a specific individual)?

- Where appropriate, pupils will have daily sessions on developing a range of self-regulatory and relaxation techniques to be used within everyday stressful situations (e.g. queuing in a supermarket). If the behaviour of students reveals a raise in anxiety levels within school the students are supported by being offered the opportunity of practicing their individual calming techniques outside of class in order to lower their anxiety, refocus the student's attention and reduce the use of anxious, defensive or risk behaviour.

5.0 PRIMARY PREVENTION, SECONDARY PREVENTION, TERTIARY INTERVENTIONS & REWARDS

A Health Promotion or Public Health Model is a model which can be used to eliminate or minimise restrictive practices by addressing three levels of need for people who present behaviours that challenge services or who put themselves or others at risk of harm. The health promotion model has three stages: primary prevention, secondary prevention, and tertiary intervention.

Primary prevention is often part of an organisational approach – the foundations and may include formalised models e.g. physical/sensory, communication and psychological. Primary prevention may also include therapeutic interventions. Fundamentally, primary prevention is based on person-centred approaches

Examples of Primary Prevention:
- Delivering services that focus on person-centred, trauma-sensitive care and support
- Ensuring that the number of staff deployed and their level of competence corresponds to the needs of the pupils and the likelihood that physical interventions will need to be used.
- Providing positive and rewarding social environments
- The pupil to staff ratio and the school environment being laid out in such a way as to restrict opportunities for individualised activities which may provoke violence or aggression.

- The effective use of Behaviour Support Plans (Appendix III) which state pre-planned strategies which are responsive to individual needs and include current information on risk assessment.
- Giving a structure to the day and providing meaningful occupation and activities
- Addressing health inequalities
- Improving levels of independence
- Enhancing quality of life
- Improving communication skills
- Helping people manage their own conditions by enhancing coping skills or adapting their environment
- Creating opportunities for pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement.
- Ongoing internal and external staff training to develop expertise in working with children who present challenging behaviour.
- Helping people to exercise and sleep well
- A whole school programme of personal development lessons which include focussing on relationships and caring for others. These will run throughout the school and are based on a variety of materials. These lessons will be differentiated according to age and need.
- In class visual signposting needs to include the following, adapted to the needs of the class group:
  - **a)** Timetable
  - **b)** Individual work stations (if applicable)
  - **c)** Individual supports (social stories, visuals to reduce inappropriate behaviours)
  - **d)** Rewards (points, tokens, individual and class initiatives)
  - **e)** Reminders of reward/consequence systems (strikes, traffic lights)
  - **f)** Learning board (breakdown of each lesson including objectives, activities required to complete lessons, behaviour required to complete tasks); differentiated through symbols where necessary.
  - **g)** Class rules

- Effective classroom management displayed by all members of staff. Teacher to ensure that class staff are aware of all planning and where it is kept in the classroom. Effective visual labels to ensure that the learning environment is clearly signposted and accessible to all pupils.
- All lesson plans should demonstrate differentiation. A broad and varied curriculum will by necessity support a Behaviour Management policy in that if a pupil's individual needs are being met problems are less likely to arise within the classroom.
- All pupils will have an up-to-date Behaviour Support Plans (Appendix III). Strategies/interventions will be discussed and agreed by the class team led by the class teacher during team meetings. The class team will call on other professionals for input and advice on these strategies where necessary – referrals to school therapists, psychologist or outside agencies will be made via Clinical Referrals and discussed weekly. The team will work on consistent use and re-evaluation of strategies used with individual pupils.

- Individual information that is relevant to the whole school will be shared at debriefing meetings to ensure a consistent approach when dealing with a particular pupil.
- Enhancing the environment – ensuring the classroom generates an enthusiasm for learning.

Secondary prevention focuses on early intervention and aims to minimise escalation in behaviour which may lead to the use of restrictive practices.

Examples of Secondary Prevention:
- An assessment of the presenting behaviour so that a targeted approach can be used which may include the removal of immediate triggers.
- Making reasonable changes to the environment.
- Self-regulation techniques such as relaxation, breathing exercises, mindfulness and meditation techniques
- Diffusion and de-escalation to prevent events from building up.
- Effective verbal and non-verbal approaches such as limit setting and distraction techniques
- Reinforcement of alternative positive behaviours
- The use of appropriate medication either to address underlying psychiatric symptoms or to help alleviate anxiety (this also includes supporting referrals to external agencies).
- Non-referral based direct input from PCT

Tertiary Interventions are reactive strategies aimed at addressing the needs of individuals where primary and secondary prevention has failed in order to help the individual to regain control. Tertiary strategies can be non-restrictive or restrictive. It is important to recognise that tertiary approaches are risk management responses and not designed or intended to achieve any long-term or lasting behavioural change.

Rewards are recognised as important incentives and motivators. The school uses General Rewards, Whole School Rewards and Individual Reward System. Use of reward systems is another way to promote positive behaviour within a learning environment.

Examples of General Rewards:
- Individual praise and encouragement
- Break time in a different place/different equipment
- Extra snacks, computer games, time with favourite members of staff.
- Extra play time agreed with teacher.
- Appropriate positive written comments on work.
- Awarding of stickers and privileges.
- Public commendations for good behaviour and work in class i.e. assembly
- Positive communication with parents to share success i.e. by sending photocopied work home. Use of home school book/emails.
- Teachers will, where possible, reward the pupils with opportunities for curriculum choices.

Examples of Individual Reward System:

Pupils have individual reward systems which are differentiated according to age; from visual tokens to ticks on a chart, to verbal agreements. Pupils are supported through individual rewards organised by the class team, with the support of the multi-disciplinary team. These frequently include 'I am working towards…' visual aids. Choosing time for younger students and free time for older students is an effective structured way of supporting individuals with autism who may have a very personal range of interests for positive behaviour. Key stage 4 and 5 students are encouraged to earn age-appropriate privileges such as breaks off site, if this is appropriate and agreed with parents. These privileges are based on trustworthiness.

Examples of Whole School Reward System across Key Stages:

- **Early Years Foundation Stage/KS1** Children follow a token based/working towards system that is adapted to meet short- and long-term needs. Some children require short choosing time-based rewards at the end of each session-Working towards a favourite activity at the end of the sessions for 5/10 minutes. Other children work towards end of day activities.
- **Key Stage 2**: Pupils in Key Stage 2 gain points for each lesson – one for behaviour and one for good work. These points are collected by each pupil towards a class trip of their choice. This takes place once a term or half term depending on the needs of the group. Key stage 2 pupils also work towards 'Star of the week awards' and are nominated for this by the class teacher for an exceptional piece of work or outstanding behaviour. They receive a badge/sticker and a postcard is sent home. When they have 3 awards, pupils are invited to lunch with the Head Teacher, with a special pudding of their choice.
- **Keys Stage 3, 4 and 5**: Pupils in these key stages work towards unique, tailored rewards that each class designs according to each pupil's interests. These may include weekly trips to the local shops, tokens, watching a favourite movie, choosing time at the end of every lesson, free time at the end of each day, etc. It also may include end of term awards, Jack Petchey Award, end of term trips, recognition in assembly, amongst others. In each timetabled session (10 a day, including breaks and lunches) a pupil can earn up to 3 points: Focus & Commitment (point for good work ethics, conscientiousness and diligence), Attitude & Self-regulation (point for remaining positive and demonstrating behaviour for learning), and lastly Value & Valour (point for extraordinary achievement in any area that must be clearly justified). Points can be exchanged for tokens which can later be exchanged to gain access to additional privileges, activities or "make purchases". Things that can contribute to earning a point are listed below:
    - a   **Focus & Commitment:**
        - I.   Diligently completing set tasks
        - II.   Attempting difficult tasks
        - III.   Working on a non-preferred activity
        - IV.   Self-challenging to get better
        - V.   Attempting or completing home work

      VI.   Actively participating in learning

     VII.   Clearly communicating when unsure

    VIII.   Requesting explanation

b   **Attitude & Self-regulation:**

       I.   Following instructions to remain engaged with learning

      II.   Responding to visuals i.e. choosing boards to return to just-right state

     III.   Actively using self-regulatory strategies

    IV.   Being a role model to their peers

      V.   Being a good friend and encouraging good choices

      VI.   Effectively ignoring negative behaviours

     VII.   Appropriately resolving conflicts

   VIII.   Communicating how they're feeling

c   **Value & Valour:**

       I.   Special achievements and completing a challenge

      II.   Outstanding achievement in any area of personal development

     III.   Fully meeting a learning intention or showing determination

     IV.   Setting personal goals

      V.   Making things right after a meltdown

      VI.   Making up for wrong-doings and turning behaviour around

- Under some circumstances, the school may offer specific home support: pastoral care team, teaching assistants and form tutors work with parents who are experiencing difficult behaviour at home to use similar visual and structured rewards for pupils to understand the need to manage their frustration in an acceptable way. This is regularly reviewed to ensure that systems are relevant and helpful, or to refer the difficulties further if necessary.

6.0 SANCTIONS & CONSEQUENCES

After low level incidents of negative behaviour, the focus is on being positive and encouraging a pupil to change that behaviour to a more useful one. If, however the pupil does not respond there are a series of sanctions that can be used, depending on the pupil's needs and the situation. An effective sanction is one that most often stops or discourages careless work or behaviour. Pupils will be consistently reminded of the consequences of their actions and which sanction will be applied.

The school recognises that, as part of robust behaviour management system, consequences may be deployed. Example of generic consequences may be:

- Ignore and praise closest good behaviour (proximity praise).
- Give the child a non-verbal sign to stop and make reference to the rules.
- Give the pupil a verbal private warning (individual correction).

- Give the pupil a public warning (public correction).
- The pupil may be required to continue working for a part of their break time.
- The pupil is referred to the Head Teacher or Head of Key Stage or Behaviour and Attitude Lead.

Staff are aware that due to processing difficulties some pupils may not be able to correct their behaviour with an immediate effect. Pupils, who have autism and likely to display challenging behaviour, may require extra time to respond to requests to change behaviour. In such instances staff may deploy a **3-strike** approach:

- The common language of 3 warnings/reminders is used across all key stages.
- Some pupils are given traffic lights as a visual and non-confrontational reminder to think about their behaviour.
- Older pupils are visually reminded through class charts showing strikes or through verbal reminders of 3 strikes.
- At the third strike pupils know that they will receive a sanction.

All sanctions and consequences are based on pupil's emotional, behavioural and cognitive needs. They are proportionate and designed to promote good outcomes for the pupils. This is usually agreed before events and as a strategy shared with the pupil, parents and all those who come into contact with the pupil. These strikes will be usually visually displayed and referred to calmly by the teacher or support staff who are working with the pupil involved. However, when a sanction is agreed by staff after school or at the end of the day the pupil and parents will be informed by a phone call of this decision. In the event of pupil's behaviour compromising their own safety or safety of others, the pupil may be prevented from attending trips (i.e.) or accessing specific sessions (i.e. if sharp objects or heavy-duty equipment is used as part of the lesson).

8.0 CRITICAL INCIDENTS

For a critical incident, the teacher should request the help of their colleagues which will be members of the Pastoral Care Team, senior members of staff or any staff member available. Staff will use a radio (walkie-talkie) and clearly state: "support needed in room X".

The staff involved will need to fill out an Incident Form as soon as possible (online via Sleuth platform) The incident must be passed directly to the Head Teacher or one of the Assistant Head Teachers in their absence. A critical incident constitutes a pupil or member of staff being at physical risk. The critical incident will be dealt with within 24 hours.

Critical incident can be identified as:

- An event requiring multiple staff's intervention to manage and ensure safety
- High energy outburst involving high level of aggression targeted towards staff and pupils
- Serious breach of trust and safety through absconding or damaging school's property

A number of solutions could be found in dealing with a critical incident:

- A conferenced apology.
- The pupil is put on a pupil contract and parents informed.
- The pupil is put on a coloured report card (red following exclusions and amber for other).
- A home school plan.
- A day exclusion for the rest of the day.
- Limited access to facilities.
- Altered break times and lunch times.
- Internal exclusion
- External exclusion

It is at the discretion of a teacher or the Head Teacher to inform parents of these sanctions. When a pupil is involved in a serious incident such as instigating fights, physically abusing pupils or adults, absconding and putting themselves in danger, the pupil may be sent home as an instant sanction. Any decision to send the pupil home will be discussed with Head Teacher before being communicated to the pupil and their parents. When sending a pupil home, safeguarding considerations will be made to ensure that the intervention does not jeopardise pupil's safety.

9.0 EXCLUSIONS PROTOCOL

The school staff are aware that pupils displaying challenging behaviour are frequently communicating an unmet need, in an inappropriate manner which may be harmful to themselves and to others. Keeping in mind the school's ethos of positive behaviour support and the importance of having a multi-disciplinary approach, staff also have a duty to ensure that the school remains a safe learning environment for others.

In some instances, due to the level of challenging behaviours and potential negatives outcomes, an exclusion may need to take place.

Internal Exclusions: When a pupil is not responding to sanctions and continues to disrupt learning and provoke more critical incidents, the use of internal exclusion will be extended. The pupil will work apart from the rest of the class and will have the opportunity to receive one to one attention. The focus will be on what the pupil needs to change in order to earn their way back into the classroom, and on changes that the school needs to make to prevent the behaviour from escalating. This one to

one support will be used both to ensure the pupil completes school work and to manage the recurring challenging behaviour and its consequences, in a proactive and safe way.

External Exclusions may be used if a pupil:

- Continually refuses to abide by school rules after other possible sanctions have been used.
- Is responsible for an assault causing injury to another student or staff
- Is in possession of a weapon (this will result in an immediate permanent exclusion)
- Is in possession of inappropriate substances
- Deliberately assaults on a member of staff (including spitting) or continues to make malicious allegations against staff.
- Continually uses racist, homophobic, transphobic, ableistic, xenophobic, misogynistic, and sexist language and engages in behaviours that support those approaches and attitudes.
- Causes damage to school property
- Behaves in a way that is having a significant impact on a safe running of the school including staff deployment.
- Behaves in a way that is having a negative impact on school's staff and / or pupils including their safety, security and wellbeing.

Before the decision is made the Executive Head Teacher takes the following steps:

- Consider and record all relevant facts
- Allows the pupil to give their version of the facts
- Speak to any witnesses individually

Only the Executive Head Teacher can take the decision to exclude a pupil from the school. The Executive Head teacher, or in their absence, the Head of School, or Assistant Head Teacher may exclude a pupil for one or more fixed periods not exceeding a total of 25 school days in any one school year. Reasons for exclusion related to risk of foreseeable harm may cause this period to be extended for health and safety reasons. Such situations would give rise to an early Annual Review meeting of a pupil's special educational needs. The Executive Head teacher may not exclude a pupil permanently without consultation with at least two Directors of the school agreeing with the decision. They may, with the agreement of at least two of the Directors, convert a fixed period exclusion into a permanent exclusion, if he or she decides there is a risk of foreseeable harm to other pupils or staff. In the case of some pupils with autistic spectrum disorder there may be concerns about the emotional wellbeing of the individual and others. In addition, the Executive Head teacher may see that there is a risk to the safe and effective education of other pupils. When excluding a pupil, safeguarding considerations will be made to ensure that the exclusion does not jeopardise pupil's safety. The Executive Head Teacher will also notify LEA. The external exclusion is always considered one of the last resorts, however, in some circumstances it may be the immediate response to series of challenging behaviours as listed above.

Any pupil who is excluded will be re-interviewed by the Executive Head teacher, Head of School or Assistant Head Teacher, to induct the pupil back into the school. In this meeting the Head teacher will set short-term targets for the pupil to ensure their re-entry is successful. Pupil will be placed on a red-card report meaning their behaviour and reintegration will be closely monitored through frequent check-ins or 1:1 support, if applicable. During the reintegration period, pupil will be working towards regaining all their lost privileges (access to common room, Golden Time, offsite trips etc). The process will be established on a case-by-case basis and its speed depends on the trustworthiness demonstrated by the pupil.

In all cases they must promptly:

- Inform the pupil's parents of the exclusion and how long the exclusion is for. The Head teacher or the class teacher will make reasonable efforts to contact parents by telephone on the day of the decision to exclude their child and confirm the decision in writing by first class post that day.
- Give clear explicit reasons for the exclusion with written evidence.
- Advise the parent that he or she may make representations to an appeal panel by requesting this through the Head teacher within 15 days of notification of the exclusion.
- Advise the parent how these representations may be made.

In the following cases;

- Permanent exclusions or fixed period exclusions converted into permanent exclusions.
- Fixed period exclusions totalling more than five days in any one term.
- If a pupil is excluded for a fixed period of up to and including five days more than three times in any academic year.
- Exclusions which result in the loss of an opportunity to take a public examination.

The Directors of the school will establish a discipline appeal panel. Their role is one of reviewing, if the need arises, the exclusion decisions that have been made.

The panel will meet to:

- Consider the circumstances in which the pupil was excluded
- Consider any representations about the exclusion made by the parent or by the LEA
- In cases where reinstatement is advised as a practical option, consider whether the panel should advise that the pupil should be reinstated immediately or reinstated by a particular date or not reinstated,

10.0 PHYSICAL RESTRAINT – CONTEXT

Different forms of physical intervention are summarized in the table below. It shows the difference between restrictive forms of intervention, which are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact, and non-restrictive methods. 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 a person's environment. All of the interventions taught within the Safety Intervention programme are based on the concept that a team approach is used in order to maximise the Care, Welfare, Safety, and Security[SM] of everyone when aggressive or violent individuals are held using physical interventions.

	Bodily contact	Mechanical	Environmental change
Non-restrictive	Manual guidance to assist a person walking	Use of a protective helmet to prevent self-injury	Removal of the cause of distress, for example adjusting temperature, light or background noise
Restrictive	Holding of a person's hands to prevent them hitting someone	Use of splints to prevent self-injury	Forcible seclusion or the use of locked doors.

The guidance from 'A New Strategy for Learning Disability for the 21st Century' put forward by the DFES and DH (2002) defines restrictive physical interventions as involving*: 'the use of force to restrict movement or mobility or the use of force to disengage from dangerous or harmful physical contact initiated by pupils or service users.'*

Wherever possible, a minimum of two staff are involved in the use of physical interventions in order to capitalise on staff knowledge, skills, experiences, and communication skills. This also ensures that vulnerable people (who are often subject to physical interventions) are safeguarded from the potential misuse or abuse of such approaches.

This policy sets out guidance for trained staff at Hillingdon Manor School in using restrictive and non-restrictive physical intervention techniques as part of wider 'Promoting Good Behaviour' policy. This may be used to support pupils with autistic spectrum disorder in managing their own thoughts, feelings and actions.

The staff at Hillingdon Manor School utilize specifically taught restrictive physical intervention techniques as infrequently as possible. Physical Intervention is always a last resort – that is, where the risks of not using force seem to be greater than the risks of using force. This policy draws on core Head Teachers set out in the Human Rights Act (1998) and The United Nations Conventions of the Rights of the Child (ratified 1991). It is based on the presumption that every adult and child is entitled to:

- Respect for their private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security, and
- The right not to be discriminated against in his/her enjoyment of those rights.

When physical intervention techniques are used, everything possible is done to prevent injury and maintain the person's sense of dignity and increase the ability of the individual to manage their thoughts, feelings and actions. The policy of restrictive physical intervention is part of the broader strategy to address the needs of children with ASD who display challenging behaviour which is why this policy is part of the 'Promoting Good Behaviour Policy'.

The guidance put forward by the DFES & DH (2002) state that *"the use of force is likely to be legally defensible when it is required to prevent: self-harming; injury to other children, service-users, staff or teachers; damage to property; an offence being committed; and in school settings, to prevent a pupil engaging in extreme behaviour prejudicial to the maintenance of good order and discipline at school or among any of its pupils'* (DfEE Circular 10/98 "Section 550A of the Education Act 1996).

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury or damage to property;

- 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 law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. It is only used as a last resort. All staff within the school are trusted to use their professional judgement and the degree of force must be reasonable in relation to the risk posed. Any restrictive intervention should employ the minimum degree of force needed to achieve these outcomes

Hillingdon Manor School is set up to teach pupils to be responsible for their actions, emotions and their learning. Everything we do is related to our Mission Statement and Aims. We aim for our pupils to learn strategies for management of their own behaviour. In achieving this we will carry out what is necessary to support them through upsets and develop their problem solving and self-management skills. Everyone can be taught more effective thinking skills through clear, consistent language and communication. When this is achieved through a no blame culture, pupil's self-esteem and confidence grows and their anxiety is lowered. If the Promoting Good Behaviour Strategies do not succeed with a pupil over time and there are increases in challenging behaviours requiring a consistent increase in Physical Intervention this could lead to a multidisciplinary meeting (BIM – Behaviour Intervention Meeting) to examine all pupil plans and to take further expert advice on strategies used.   If this does not improve a situation, then an early review is called for to assess whether the school is meeting the pupils needs and whether another placement should be sought where the child's needs could be met more effectively. The school is committed to working with parents to prevent this occurring. Working together with parents and having the parents use the school's language and behaviour management strategies in the home is always the most powerful behaviour management structure around a pupil. This is why parents working together with the school is so vital.

Pupils with ASD present a pattern of difficulty in understanding what is expected of them, focussing attention on tasks and sharing attention with others. This may show up as non-compliance or difficulty with adult requests to sit, look, listen and focus on learning tasks. To achieve the following, particularly, with younger pupils, physical shaping is used to achieve the required action from the pupil. This is holding for learning. Staff may also deploy hand-over-hand approach or gestural prompts to maximise pupil's learning opportunities.

In order to set a pupil up to succeed it is necessary to use specific holding in areas of the curriculum which require physical contact to feed in appropriate movement experiences e.g. relaxation (during yoga) and sitting in learning situations.

As far as practically possible, staff who come into contact with such pupils should be made aware of the relevant profile of those individuals through the Behaviour Support Plans (Appendix III), particularly:

- Situations that may provoke difficult behaviour, preventive strategies and what de-escalation techniques are most likely to work
- What is most likely to trigger a violent reaction, including relevant information relating to any previous incident requiring use of force;
- If physical intervention is likely to be needed, any specific strategies and techniques that have been agreed by staff, parents and the pupil concerned; and
- The agreed ways to support the pupil and member of staff following an incident.
- Information from parents may be as valuable as information held by the school. Some of this information may be sensitive. Schools should seek express (preferably written) consent from the parent to inform appropriate staff. However, where consent is unreasonably withheld the information may still be made available to staff who need it if it is in the best interests of the pupil concerned. The importance of providing such information will be a factor in decisions about giving temporary authorization to parent volunteers and others to supervise pupils.
- Designate which members of staff should be called if an incident involving a particular pupil occurs. This does not necessarily mean waiting for them to arrive before taking action if the need for action is urgent. However, they should always be involved in post-incident follow-up.

The use of restrictive physical interventions at Hillingdon Manor School is minimised by the adoption of primary and secondary preventative strategies.

Through primary and secondary prevention, Hillingdon Manor School creates and maintains an environment which meets human needs, they are:

- Security – a safe territory and an environment which allows us to develop fully.
- Attention (to give and receive it)
- Sense of Autonomy and control
- Being emotionally connected to others
- Being part of a wide community
- Sense of status with social groupings
- Sense of competence and achievement
- Meaning and purpose – which come from being stretched in what we do (create) and think. (Griffen et al, 2004)

Where there is clear documented evidence that particular sequences of behaviour rapidly escalate into serious violence, the use of restrictive physical intervention at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with not using a restrictive physical intervention are greater than the risks of using a restrictive physical intervention, and

- Other appropriate methods, which do not involve restrictive physical interventions, have been tried without success.

Planned physical interventions are those where incidents are foreseeable and restrictive physical intervention strategies will be used as outlined in pupils Behaviour Support Plans (Appendix III)s.

Each pupil/student has an individual Behaviour Support Plans (Appendix III) which is arrived at by careful individual analysis of patterns of behaviour and risk assessment. Staff work together with parents to ensure that everyone is in agreement with the terms of the plan. The plan is detailed and states the behaviours the pupil exhibits, the action taken by staff and the language used by staff, for management of that behaviour, by all staff.

There is also other information about how the pupil will be supported in the management of their behaviour:

- About me – an informal narrative about the pupil, their likes and dislikes in order to build a rapport and allow staff to develop a secure attachment.
- Triggers – known precipitating factors, which allows an informed approach in de-escalation of challenging behaviours, may include specific phobias
- Safety Intervention – specific types of intervention proven most successful in responding to risk behaviour
- Medical / Other needs – allergies, intolerances, epilepsy and other medical or health related considerations
- Offsite – addition needs presenting in an offsite context i.e. 2:1, wristband etc

The Behaviour Support Plans (Appendix III) is agreed by all staff involved with the pupil, the Head Teacher (Behaviour and Attitude) and by the pupil's parents.

11.0 PHYSICAL RESTRAINT – AUTHORISATION

The staff to which this power applies are:

- Any member of staff at the school
- Any other person whom the head has authorized to have control or charge of pupils. This can also include people to whom the head has given temporary authorization to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organized visits); and
- Does not include any pupils.

The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

12.0 PHYSICAL RESTRAINT – CIRCUMSTANCES & LEVELS

The key conclusions of the 2014 Department of Health guidance on Positive and Proactive Care: reducing the need for restrictive interventions, are that:

- Restrictive physical intervention can be employed to achieve a number of different outcomes:
- To break away or disengage from dangerous or harmful physical contact initiated by a service user;
- To separate the person from a 'trigger', for example, removing one pupil who responds to another with physical aggression; and
- To protect a child from a dangerous situation – for example the hazards of a busy road.

Restrictive physical interventions should always be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern.

The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive physical intervention. The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they cause. The minimum force necessary should be used, applied for the shortest period of time, and the techniques deployed should be those with which the staff involved are familiar and able to use safely and are described in the child's support plan. Staff will take a number of considerations into account when deploying restrictive physical interventions:

- Safety
- Vulnerability
- Gender
- Cultural/social background
- Previous experience or trauma

The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in *exceptional* circumstances. The right to

liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil. It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Circ LEA/0264/2003)

Hillingdon Manor School uses withdrawal from the classroom as detailed in the Exclusions Policy under 'Internal Exclusions'.

Where staff decide to use physical intervention, they must use the minimum force necessary. In doing so, they should consider that there are at least three levels of physical control which they should use flexibly, depending on the circumstances:

PHYSICAL PROXIMITY: Control by the use of physical presence involving no actual contact, such as emphasising verbal instructions and standing in front of or obstructing a doorway to prevent exit. Do not underestimate your authority. At its simplest level, your presence in a room, a look or gesture, can send out powerful signals to young people to help them keep behaviours within acceptable limits. Such action can also provide opportunities to express concern and remonstrate with young people.

TOUCHING OR HOLDING: Touching or holding can help to encourage, discourage or persuade young people to comply. An example would be laying hands on shoulders to gain a young person's attention, or taking a young person by the hand or arm to lead them away from a situation.

RESTRICTIVE PHYSICAL INTERVENTION: Physical restraint is defined as *"the positive application of force with the intention of overpowering the child"*. This occurs when it is deemed necessary to hold a young person, probably against their will, with the intention of restricting their movement. Such action should only be used as a last resort where other physical interventions have already failed, or that you reasonably believe would fail.

13.0 PHYSICAL RESTRAINT – SAFETY INTERVENTIONS

Model used: CPI: Safety Interventions In-house instructors. Training delivered on regular basis.

Staff are also trained to understand that any holding of a pupil who is in a state of extreme upset is NOT a punishment. Staff are trained that if there is any thought of punishment in their mind whilst holding a pupil they should not be carrying out such action. It is essential staff remain calm when pupils exhibit any level of upset.

All staff are trained in safe manual handling techniques both for themselves and for pupils. It is sometimes necessary for staff to wear neoprene arm protectors when working with small pupils who exhibit severe biting behaviour or simple gloves (fingerless gloves) in response to scratching. This is to protect staff and pupils from coming into contact from one another's bodily fluids. In addition, it protects staff from potential injury and causes them to feel more confident about being effective in promoting pupils learning until such behaviours decrease.

All staff are trained on a regular basis to use physical interventions using approved trainers who ensure that strategies are personalised and reviewed regularly. Each pupil has a Behaviour Support Plans (Appendix III) as discussed earlier and this details the probable use of Physical Intervention with that particular pupil.

The restrictive physical interventions set out in this policy are explained on a progressive basis. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause to themselves or others. The concept of reasonable force must be used when applying any restrictive physical intervention strategies and must be determined with reference to all the circumstances, including:

- The seriousness of the incident.
- The relative risks arising from using a physical intervention compared with using other strategies.
- The age, cultural background, gender, stature and medical history of the child or service user concerned.
- The approach to risk assessment and risk management employed.

The minimum necessary force should be used, and the techniques deployed should be those with which the staff involved are familiar and able to use safely and are described in the students Behaviour Support Plans (Appendix III).

Within the use of the stated restrictive physical intervention strategies staff are aware of the need to gradually increase or decrease the levels of force used in response to the student's behaviour.

If the pupil looks as if they may be ill, or they say that they will be sick any restrictive physical intervention technique being used **MUST** be released.

14.0 LOCKING DOORS

Under no circumstances may staff lock young people up to restrict their liberty. However, it may in extreme circumstances, be reasonable to do so where immediate action is necessary to prevent serious injury to any person or serious damage to property. For example, where staff are being attacked and need to gain extra seconds or minutes to enable them to summon assistance from colleagues or the Police. Staff must not use their authority and act on power imbalance to execute false imprisonment on any pupil especially those who are overly-compliant and less likely to question staff's decision.

15.0 SEARCHING, SCREENING AND CONFISCATION

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search pupils without their consent for weapons. This search power may be exercised by head teachers and staff authorized by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force may be used by the searcher. Where resistance is expected school staff may judge it more appropriate to call the police or if they have one, their Safer School Partnership (SSP) officer (Guidance, 2010).

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. (Searching, screening and confiscation, 2018).

The Act (2018) also states that the member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police. Items founds as a result of a 'without consent' search can be seized by staff provided that they have reasonable grounds for suspecting that the item is a prohibited item or is evidence in relation to an offence

School staff are aware that they often gain access to pupil's belongings through unforceful manners i.e. by checking their lunchboxes or helping pupils organised themselves at the end of the day. This is a common practice, and one that has pupil's best interest at its core. Staff teach pupils independence through this practice over time physical 'intrusion' is replaced with verbal prompts or non-verbal signals (i.e. visuals or signing).

16.0 BEHAVIOUR INTERVENTION PROCESS

Class teams are encouraged and empowered to communicate effectively with other professionals to promote good outcomes for pupils. Behaviour Support Plans (Appendix III) are constructed in such a way that it prescribes action staff should take when addressing defensive and risk behaviours.

Each week, behaviours are analysed in an Inclusion Meeting. New behavioural concerns, are entered under Week 1. Any unresolved behavioural concerns move from week 1 to week 2, and week 2 to week 3.

The outcomes of Inclusion Meeting are disseminated during debriefing with Key Stage leads (followed by a targeted email), who can further communicate to class teams. If little or no improvement is seen by Week 4, a pupil may be put on frequency sheet to analyse their behaviour in more detail.

Continued challenging behaviours may require a coordinated and collaborative approach with more specialist input and specific interventions. Behaviour Intervention Meeting, known as BIM, is a platform in which professionals analyse pupil data and suggest strategies.

In the meeting attended by Assistant Head Teacher (Behaviour and Attitude), Behaviour and Attitude Lead, SaLT representative, OT representative, clinical psychologist, Pastoral Care Team, class team and other relevant professionals, pupil's behaviours are scrutinised to find patterns, precipitating factors and tendencies identified, Behaviour Support Plans (Appendix III) reviewed and class team's approaches and attitudes critiqued. BIM review usually takes place no sooner than 4 weeks after the initial meeting and no later than 6 weeks, where possible.

17.0 IMPORTANT DOCUMENTS

The following policy must be read in conjunction with:

- Department of Health guidance on Positive and Proactive Care: reducing the need for restrictive interventions 2014
- Use of Force to Control and Restrain pupils (DCFS, Nov 2007, updated 2010).
- BILD Code of Practice
- Hand-outs from in-house training on positive behaviour interventions.

'Normally, only staff who been trained to an appropriate level should be sanctioned to use restrictive physical interventions. In schools, under Section 550A of the Education Act 1996, this will be a teacher or someone who, with the head's authority, has lawful control of pupils. …The expectation is that training should normally be provided by trainers who are accredited under the BILD Code of Practice on Training Staff in the use of Physical Interventions.' (DFES & DH, 2002)

All staff are trained in the use of specific holds which have been taught by in-house Certified Instructors. CPI Safety Intervention™ training, formerly known as MAPA®, incorporates trauma-informed and person-centred approaches. The programme is the perfect solution for professionals working in health, social care and education who need to prevent and/or intervene in crisis situations. With a focus on prevention, it also teaches staff de-escalation skills as well as non-restrictive and restrictive interventions. RRN certificated training curricula (Crisis Prevention Institute, 2022).

 It must be recognised that a staff member might respond with a technique not contained within the physical skills curriculum taught to staff. The use of a response not taught by CI does not automatically render its use improper, unacceptable or unlawful. In such circumstances the post incident review would have to make a judgement on whether or not it was reasonable in those particular circumstances. Any non-prescribed or emergency holding is reported as such.

Training is updated regularly according to contextualised needs and all staff will be experiencing training in phases. This will be entered in the internal training register as appropriate.

Appropriate information about the students at Hillingdon Manor School is available within the following documents:

- Behaviour Support Plans (Appendix III)
- Pupil Pen Pictures
- Pupil File located on T/drive

Document Type	Policy	**Version Number**	1.4	
Policy Owner	Headteacher	**Last Review Date**	January 2023	
Date First Issued	June 2017	**Next Review Date**	At least annually	

part of the
Outcomes First Group

- iSams information management system
- InfoExchange for previous notifiable events

00.0 APPENDIX

I.   Inclusion Meeting Format

Inclusion Meeting		
Week 1	Week 2	Week 3
Pupil: Behaviour & Context: Actions: AOB:	Pupil: Behaviour & Context: Actions: Update:	

II.   Behaviour Intervention Meeting Format

Behaviour Intervention Meeting

Behaviour intervention meetings (BIM) arise from frequent analysis of the schools 'Behaviour Support Database'. A BIM is called for pupils with high incident occurrence and when new pupils have behavioural issues from previous placement/observation of behaviours during assessment week.

Name:	**Form**:	**Key adults**:
Year:	**D.O.B.**:	**Date**:
Present (role):		
Reason for BIM:		

ANALYSIS

Cognition and Learning	
Strengths:	Concerns:
Actions (person responsible):	

Communication and Interaction	
Strengths:	Concerns:
Actions (person responsible):	

Social, Emotional and Mental Health

Strengths:	Concerns:
Actions (person responsible):	

Sensory, Motor and Physical	
Strengths:	Concerns:
Actions (person responsible):	

Community and Independence	
Strengths:	Concerns:
Actions (person responsible):	

Family and Home Environment	
Strengths:	Concerns:
Actions (person responsible):	

Safeguarding	
Strengths:	Concerns:
Actions (person responsible):	

REVIEW
Date:

III.   School rules

School Rules
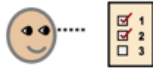
I will remember to:

Be kind.

Be polite.

Be safe.

Follow the rules.

Go to my lessons.

Be calm.

Keep trying.

School Rules

I will do my best to remember to:

Be kind and friendly to all pupils and adults.

Respect people for who they are.

Act in a safe way in and out of school.

Follow school rules.

Go to my lessons.

Work hard on what I need to work on.

Stay focused, calm, and engaged.

Do my best and not give up.

School Rules

I will remember to:

Show **kindness** and **be courteous** to all staff and learners.

Celebrate diversity (sexuality, religions, cultures, ethnicity, genders, abilities etc).

Act in a **safe** and **appropriate** manner in and out of school buildings.

Hold school rules and boundaries in **high regard**.

Attend timetabled sessions and **effectively self-regulate** with or without support.

Demonstrate good **punctuality** and **effective time-management.**

Be a **role model** to my classmates, peers, friends and other pupils of Hillingdon Manor Schools.

Conduct myself in a way that represents **British Values** (Democracy, Rule of Law, Respect and Tolerance, Individual Liberty).

Be proud of my achievements and **try my best.**