

# Sheringham Woodfields School

Sheringham Woodfields School  
Holt Road  
Sheringham  
Norfolk  
NR26 8ND



JAMES STANBROOK  
Head Teacher

Telephone: 01263 820 520

Fax: 01263 820 521

Email: [office@sheringhamwoodfields.norfolk.sch.uk](mailto:office@sheringhamwoodfields.norfolk.sch.uk)

CAROLE FIELDS  
Chair of Governors

Website: [www.sheringhamwoodfields.norfolk.sch.uk](http://www.sheringhamwoodfields.norfolk.sch.uk)

Registered Charity: Friends of Sheringham Woodfields School - 1127142

## BEHAVIOUR MANAGEMENT POLICY

Approved by SLT: 28 <sup>th</sup> Feb 2017	Approved by Staff: 17 <sup>th</sup> March 2017	Approved by Governors: 10 <sup>th</sup> May 2017
Next Review date: Summer 2018	Person(s) responsible for review: Behaviour Team	

### Rationale

The purpose of this policy is to provide an effective framework for promoting achievement and positive behaviour.

It will:

- Ensure a calm, orderly and supportive school environment where positive learning can take place.
- Protect pupils from endangering themselves, others or property.
- Protect pupils from any form of physical intervention which is unnecessary, unlawful, excessive or inappropriate.
- Enable pupils to take control of their own behaviour.
- Assist staff in managing challenging behaviours while maintaining a positive school ethos.
- Minimise the risk of accusations of improper conduct.

### Principles

#### **Aims**

- To achieve consistency through a whole school approach.
- A shared understanding of positive handling and the structure which supports it.
- Promote confidence and reduce stress in staff and pupils.
- Eliminate blame.
- Improve delivery of the curriculum and raise standards.

#### **Rights of pupils**

We believe that our pupils are entitled to:

- Feel safe and secure.
- Experience a rich and varied curriculum.
- Experience a supportive environment where effort and achievement is encouraged.
- A differentiated approach which caters for physical, emotional, social and spiritual need.
- Have their rights and responsibilities recognised and nurtured.
- Feel valued.
- Recognise and gain control of their own behaviour.

#### **Acceptable standards of behaviour**

Pupils are encouraged to:

- Respect the rights of others.
- Show courtesy and care.

- Accept responsibility for their actions.
- Be involved in choices and decision making regarding their behaviour.
- Recognise the rights of others to learn.
- Extend their skills and knowledge to wider situations.

Pupils develop their own code of conduct or 'rules' with staff when appropriate

**All staff will:**

- Treat pupils with respect.
- Maintain an environment which is conducive to learning.
- Celebrate success and ensure all pupils experience it.
- Accept pupils as individuals.
- Be consistent, firm and fair.
- Establish positive relationships.
- Demonstrate a duty of care.

**Parents are expected to:**

- Support the school ethos.
- Receive and read information regarding their son or daughter's behaviour.
- Receive and read Support and Intervention plans.
- Use the complaints procedure to register concerns.

**Procedures**

**Staff training**

The school uses the 'Norfolk Steps' programme. It is based on Therapeutic Approaches and its philosophy and method involves the use of de-escalation, consistency, good communication and planning in order to reduce the incident of restrictive physical interventions.

There are instructors within the staff team. All staff are expected to positively engage with the training requirements to ensure they hold suitable knowledge to work across the school and across the range of needs. All staff receive "Step On" training with bi-annual updates. We see this as essential because it is the responsibility of all staff to manage behaviour.

Most staff will receive "Step Up" training which includes training in the safe use of commonly used physical interventions and restrictive physical interventions which is refreshed annually.

It is expected that staff will demonstrate language and attitude in line with school ethos, this policy and Norfolk Steps training. It is expected that staff will work collaboratively with the Leadership team to address any arising issues. All staff must follow the advice and support given from other agencies including Starfish and Starfish plus.

In between refreshers, staff have access to tutors for further advice and training. This may include the training in more specific restrictive physical interventions to support pupils as individual need arises in class teams or opportunities to refresh our practise in school briefing sessions.

All staff who have received training are authorised to have control or charge of pupils, which may include the need to intervene physically. Other staff, including new staff awaiting training, are briefed by instructors in effective assistance. This applies within and off premises.

Norfolk Steps Instructors have access to mentoring from the Norfolk Steps team and attend yearly updates/refreshers.

**Rewards**

We recognise that pupils achieve more by positive interventions. All behaviour programmes will include rewards, often as simple as praise.

Praise can be given formally or informally, in public or private, to groups or individuals.

Classes have their own reward structures. Whole school Assembly recognises achievements publicly, through the presentation of certificates and awards.

### **Reprimands and Sanctions**

**Remember - it is the behaviour that is unacceptable, not the pupil.**

Reprimands are only effective if used sparingly. Staff should ensure that:

- It is correctly targeted.
- It is clear and assertive.
- It is consistent.
- All methods of communication are used to ensure understanding.
- It can be carried through.
- Where possible it is not public.

If a reprimand has not worked a sanction may be necessary. We use sanctions which are age appropriate. They should :

- Be planned and their consequences thought through.
- Be delivered in a calm manner.
- Be consistent.
- Fit the behaviour.
- Be delivered as soon as possible so the link between behaviour and reprimand is understood
- Not be carried over into home or the next day unless extremely serious.

There is a support package on the server for staff to refer to for examples of rewards, sanctions and other strategies.

### **Support and Intervention plans**

These will be drawn up if a pupil's behaviour is challenging or is likely to cause harm. It targets specific behaviours and outlines the strategies in place to improve them. It is vital that all relevant staff have access to this information and that parents are sent a copy of the plan. Support and Intervention Plans are reviewed regularly by the class lead, at least once every 3 months. They are authorised by Catherine Holyland or James Stanbrook. All new plans are stored on the server.

Procedures are in appendix one.

### **Physical Intervention**

#### **Supporting Guiding and Escorting**

We acknowledge that there are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example: to comfort a child in distress (so long as this is appropriate to their age and understanding), to direct a person or for activity reasons (for example in drama, physical games). This applies to all pupils in our school and does not require a Support and Intervention Plan or need recording on a behaviour form. Staff to consult EYFS Policy, Lone Working Policy and Safeguarding policy.



Supportive Hug



Supportive Arm



Offering an arm

### **Restrictive Physical Interventions**

Restrictive physical intervention involves the use of force to control a person's behaviour. It can be employed using bodily contact, mechanical devices or changes to the physical environment. It can be used when:

- The pupil is in danger.
- Others may get hurt or have been hurt.
- There is a risk of severe damage to property.
- Where good order and discipline is threatened or when there is a loss of education
- A criminal offence is about to be committed

It is used:

- Rarely and as a last resort.
- When other actions have not improved the situation or there is a deterioration.
- Where any other course of action is likely to fail.
- Where immediate action is necessary.
- When early physical intervention will prevent a dangerous or disruptive situation. Staff make a balanced judgement about use from their experience and expertise, taking account risks to themselves, others and property.

It is never used:

- To punish.
- To cause or threaten hurt.
- To oppress, intimidate or bully.

Planned physical interventions and restrictive physical interventions are part of the Support and Intervention plan for the pupil.

The techniques used in physical interventions and restrictive physical interventions are as a result of ongoing risk assessment in an effort to safeguard everyone in an incident where physical intervention/restrictive physical intervention is necessary. Whilst some physical injury or pain potential can be reduced there always remains some risk.

There are elevated risks related to some techniques used in physical interventions/restrictive physical interventions, these will have been highlighted in all Norfolk Steps training and refresher courses.

Unplanned interventions occur where a pupil behaves in an unexpected way.

Seclusion - prevents a person from leaving a room or building of his own free will may be deemed a restriction of liberty and is only permissible in very specific circumstances in conjunction with a court order.

Time out - restricts the service user's access to all positive reinforcements as part of the behavioural programme.

Where a pupil is using any of the outside areas for time out, then a member of staff must be outside with them at a distance safe to all. The pupil must be able to regain access to the building ie the door being open where it is deemed safe for the pupil to be monitored closely from the classroom. The class team have a duty to inform others who may wish to use the area if it is safe to do so.

Withdrawal - involves removing the pupil from a situation which causes distress or anxiety to the pupil or others to a location where they can be continuously observed and supported until they are ready to resume their activities.

There are two quiet rooms in school, one on the primary corridor and one on the secondary corridor to support planned withdrawal. Where quiet rooms are used to support a pupil to de-escalate they must be monitored at all times. The use of the quiet room will be a planned response and will be written into the pupils Support and Intervention Plan. Where a quiet room is used to support a pupil to de-escalate in an unplanned situation this will be reviewed by the class team and Norfolk Steps Instructors-ammendment to the Support and Intervention Plan will be made where necessary. Other areas used in the school for withdrawal may include The Base, shared areas such as the library, the sensory room, playgrounds and the courtyard. The area used will be specific to the pupil and be planned with knowledge of their de-escalation and in consideration of theirs and others safety. Once a child has de-escalated they will return to normal routines.

**All restrictive physical intervention should involve the minimum physical force necessary.**

**The restrictive physical intervention should be as short as possible.**

**The force used must be seen as reasonable; in proportion to the consequences it is intended to prevent.**

### **Recording**

It is important that detailed recording is provided 24 hours after an event, both to inform future planning and protect staff and pupils.

The procedures in Appendix one have more detail.

### **Monitoring and Evaluation**

This is done by the Norfolk Steps instructors using the incident forms, support and intervention plans and class monitoring.

The head teacher reports to Governors annually.

To be read in conjunction with:

Mission Statement

Respect, Dignity and Confidentiality Policy

DCSF/DoH Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder

(July 2002 found on the server in "Support and Intervention Aids"

EYFS Policy,

Touch Policy

Lone Working Policy

Safeguarding Policy

## **APPENDIX 1: Procedures for Behaviour Management**

### **Planning**

- If a pupil is causing concern this needs to be raised at a class team meeting.
- The team can decide to gather more information by observation sheets.
- Norfolk Steps tutors are available to assist with observations.
- Norfolk Steps instructors will assist teams to draw up the plans.
- Where there is sufficient concern a S+I plan should be written
- The plan is the responsibility of the class teacher.
- It is reviewed at least every 3 months.
- If a pupil's movement is restricted this must be planned for.

Wherever possible the pupil should be involved in this process.

A copy will be saved on the server and approval requested by the class lead to Catherine Holyland or James Stanbrook.

Once approved, the class team will send a copy home for information with an accompanying letter. It is helpful to call parents beforehand if this is the first plan for that pupil. Class teams may use images from their Norfolk Steps training to help clarify any terminology to parents/carers.

The plan should be shared at a class team meeting to enable staff to discuss the information. All staff have access to all Support and Intervention Plans on the server to enable them to work with pupils across the school.

### **Recording**

Monitoring sheets should be done termly to indicate levels of intervention, a class timetable with colour marks to indicate when and how frequent behaviours are occurring can be used.

Incident sheets are completed using Pro Forms and should be filled in when:

- Challenging behaviour occurs.
- Restrictive physical interventions have taken place.
- If there was injury or potential injury to the pupil, other pupils, staff or others. Injuries should also go into the accident book in the office.
- If there was significant damage to property.
- Significant disruption to learning.

All incident sheets are monitored by Catherine Holyland as soon as possible after the incident.

### **Support for Pupils**

It is important that pupils are given opportunities to discuss their behaviour. If they are able, they will review an incident with a key member of staff.

Other pupils may also need opportunities to talk about their feelings and be given support and praise. Sometimes we will remove a pupil from a class for a period of time to give others some respite. Generally other pupils are encouraged to ignore challenging behaviour, but this is not always possible.

Appendix 2 outlines the schools principles around touch, particularly when supporting pupils.

### **Support for staff**

It is acknowledged that this can be an emotional area for staff in often challenging situations. Class teams have a duty to support each other by debriefing, post incident repair and reflection. This will sometimes

involve honest discussion about emotions. Norfolk Steps instructors can offer support. If additional staffing is needed to support with debriefing, post incident repair and reflection, classes can support each other or ring the Office who will contact a member of Leadership where possible.

The Norfolk Steps instructors are able to offer further training for class teams or individuals and will assist with planning.

There is no sense of failure in needing help, it is always seen as a strength that staff can recognise this.

Staff have a right to take reasonable measures to protect themselves from harm, both physically and mentally. The Head Teacher has a duty to protect staff. Staff have a duty to inform the Business Manager or the Head if they have a medical issue which affects their work.

If staff witness anything which concerns them or which they need more information about they must report it to the Norfolk Steps instructors.

### **Risk Assessment**

The support and intervention plan includes a space for the identification of risks and appropriate steps taken to reduce these.

It is acknowledged that staff can avoid unreasonable risks but if we are to provide learning opportunities there are situations where we will take calculated risks. Some of our pupils would not experience new or enriching situations if we attempted to eliminate the risk of challenging behaviour. Our task as educators is to widen the world of our pupils, not restrict it.

We can reduce risk in several ways, looking at staffing levels, training, the environment and support for the pupil.



## Touch Policy

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

### Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

### How Do We Use Touch?

#### **Hugging**

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

#### **Hand-Holding**

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

#### **Lap-Sitting**

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

At times, children may in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.





Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

We also have within our behaviour policy, a section on restrictive intervention, please ensure that you are familiar with this.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this policy when their child is admitted to this school.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.



# Supportive Hug

- Hip in, head away
- Sideways on stance
- Closed mittens
- Hand on each shoulder
- Use 'de-escalation script'





## Supportive Hug

