

# Sheringham Woodfields School

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## BEHAVIOUR MANAGEMENT POLICY

Approved by SLT: 25 <sup>th</sup> September 2024	Approved by Staff: 2 <sup>nd</sup> October 2024	Approved by Governors: 17 <sup>th</sup> October 2024
Next Review date: Autumn 2025	Person(s) responsible for review: Annette Maconochie/ Michael Smith	

Active Norfolk Steps Instructors are Michael Smith, Vicki Horne, Grace Burton and Cate Sadler-Barker.

### Rationale

The purpose of this policy is to provide an effective framework for promoting achievement and improving 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.
- Encourage pupils to take control of their own behaviour from a therapeutic approach
- 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.
- Improve delivery of the curriculum and raise standards.
- Instil trust between staff and pupils.
- Recognise that on pursuit of an inclusive school community there will be children who require a personalised approach to their specific behaviour needs.

#### **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.
- To have a voice and opinion.

## **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.
- Respect the environment/property in the school and the wider community
- Reflect, repair and restore following any experiences of high anxiety

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

## **All staff will:**

- Treat pupils with respect.
- Actively seek support for their own training needs and understanding of pupil need.
- 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. We understand that children are influenced by their surroundings therefore all adults will model positive behaviour and positive interactions.
- Demonstrate a duty of care.
- Support their colleagues by being a critical friend and offer support where possible.
- Have a therapeutic approach to meeting the emotional needs of pupils.

## **Parents are expected to:**

- Support the school approaches to help pupils make more positive choices.
- 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.
- Communicate with the school regarding any issues that may impact on their child's emotional wellbeing.

## **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.

Norfolk Steps (Step On and Step Up) is an integral part of supporting the complex needs of our pupils. It is a requirement of the job that all class based staff (and some support staff) will receive this training from qualified trainers along with comprehensive updates and access to continued support. Unless assessed to be a credible witness, it is expected that all staff will support across the school as and when required. Failure to do so may result in disciplinary action being taken if all options of support have been explored and exhausted. 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 starters receive "Step On" and "Step Up" training when they join and then everyone receives training every 2 years for "Step On" and annually for "Step Up". We see this as essential because it is the responsibility of all staff to keep pupils and colleagues safe

All class based staff and most support 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 or practise in school briefing sessions.

All staff who have received training are authorised to have care and supervision of pupils which may include the need to intervene physically in line with school policy and Norfolk Steps training. 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 strategies and interventions 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. School assemblies recognise achievements publicly, through the presentation of proud certificates and awards. Where this may not be seen as a positive experience by the pupil, our praise will be communicated to them in an appropriate and personalised way to them.

### **Consequences**

Consequences should be derived through logic and should be something that naturally or logically follows on from the action.

#### **Educational Consequences**

Should allow the learning, rehearsing or teaching of a skill so that the freedom can be returned

Examples of this could be: completing a task, rehearsing, assisting with repairs, educational opportunities, research or restorative meeting if appropriate to the pupil.

Protective Consequences Removal of freedom to manage the level of harm. This could include increased staffing levels, limited access to outside space, escorted in social situations, no availability of minibus/car, differentiated teaching space and exclusion.

### **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 move them toward more prosocial behaviours. The focus of any strategy and related intervention should always be to deescalate. All staff have access to this information on the Confidential server and parents are sent a copy of the plan. Staff are required to familiarise themselves and follow these plans for pupils they regularly work with. Support and Intervention Plans are reviewed regularly by the class lead, at least once every 6 months. They are authorised by the Behaviour Team or The Head Teacher.

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), for the safety of others or when accessing the community. This applies to all pupils in our school and does not require a Support and Intervention Plan. Staff to consult EYFS (Early Years Foundation Stage) Policy, Lone Working Policy and Safeguarding policy. We want to ensure pupils are well prepared for life beyond us. With this in mind, alongside the knowledge of susceptibility of injury, hypermobility and risk to both parties, all staff are actively encouraged to offer pupils an arm rather than hand holding.



Shoulder Hug



Arm Hug



Offering an arm

### **Restrictive Physical Interventions**

Restrictive physical intervention involves the use of overpowering force to control a person's behaviour. It can be used when:

- The pupil is at risk of harm.
- 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 for the pupil themselves or others.
- A criminal offence is about to be committed.

It is used:

- When other actions have not improved the situation or there is 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 harm.
- To oppress, intimidate or bully.

Planned physical interventions and restrictive physical interventions are part of the Support and Intervention plan for the pupil. Where they are not, their use should be reviewed and the Class Lead will amend the plan as necessary if felt it may need to be used again on more than once occasion.

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.

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 is one quiet room in school on the secondary corridor to support planned withdrawal. Where the quiet room is 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 the 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 - amendment to the Support and Intervention Plan will be made where necessary. Other areas used in the school for withdrawal may include The Nurture Room, 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.

Where a pupil is using any of the outside areas for withdrawal 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 i.e. 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.

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

**The restrictive physical intervention should be for the shortest time as possible.**

**The intervention used must be seen as reasonable, necessary and in proportion to the consequences it is intended to prevent.**

### **Recording**

It is important that detailed recording is provided, both to inform future planning and protect staff and pupils.

All incidents meeting the criteria below should be recorded within 24 hours after an incident using the school Behaviour Form. The form should be completed by those involved with any physical element in the first instance but where there was no physical contact it still may well require the completion of a Behaviour Form. Clear staff communication is key to ensure clarity of who is recording the incident.

Incidents to report:

- Where there has been any Restrictive Physical Intervention, Physical Intervention or Personal Safety
- Injury
- Attempt to injure
- Damage to property
- Disruption to the learning of others
- Intense de-escalation to keep the pupil emotional regulated

The procedures in Appendix one have more detail.

### **Monitoring, Evaluation and Feedback**

This is done by the Norfolk Steps Lead Professionals/Headteacher using the incident forms, support and intervention plans and class monitoring. It is a shared ethos that feedback is given personally or as a whole class/staff to ensure that practise is in line with policy and training. It is part of our commitment to continually reflect and progress both the expectations of a pupil and our knowledge and rationale. The head teacher reports to Governors annually.

**To be read in conjunction with:**

Mission Statement

Respect, Dignity and Confidentiality Policy

DCSF (Department for Children, Schools and Families) /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 (attached to this policy)

Lone Working Policy

Safeguarding Policy (including Staff Code of Conduct)

Keeping Children Safe in Education; 2024

## **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 Lead Professionals are available to assist with observations.
- Norfolk Steps Lead Professionals 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 6 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 a Norfolk Steps Lead Professionals overseen by The Head Teacher and Deputy Head Teacher.

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**

Behaviour forms are completed using Pro Forms and should be filled in when challenging or harmful behaviour occurs. This can include:

- Restrictive Physical Interventions, Physical Intervention or Personal Safety Techniques have taken place.
- If there was injury or potential injury to the pupil, other pupils, staff or others.
- If there was significant damage to property.
- Significant disruption to learning.

All behaviour forms are monitored by a member of the Behaviour Team 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 and debrief following incident with a key member of staff. At a cognitively appropriate level. This may include the use of drawings, comic strip conversations and verbal discussions. The purpose of this being to assist with positive changes towards more prosocial behaviour in the future

Other pupils may also need opportunities to talk about their feelings and be given support and praise. Sometimes we will withdraw 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. Support can be requested in the behaviour form submission.

### **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.



### **Explaining behaviour expectations to students**

We will communicate expectations and explanations regarding behaviour in the way that best helps the student understand the message. This might be through talking or it might be through social stories or symbols or a combination of each.

### **Social stories**

Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.

Social stories can be used to:

- Develop self-care skills (eg how to clean teeth, wash hands or get dressed), social skills (eg sharing, asking for help, saying thank you, interrupting) and academic abilities
- Help someone to understand how others might behave or respond in a particular situation
- Help others understand the perspective of an autistic person and why they may respond or behave in a particular way
- Help a person to cope with changes to routine and unexpected or distressing events (eg absence of teacher, moving house, thunderstorms)
- Provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- As a behavioural strategy (eg what to do when angry, how to cope with obsessions).

### **Symbols**

Symbols can enhance understanding and learning by displaying a visual image that can be more easily understood than spoken language and other forms of communication.

## 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.

## Shoulder hug (closed hand)

The shoulder hug can be used in a range of situations such as, for comfort, reward, distraction

You can walk with a child or young person. This is called a '**guided shoulder hug**'.



- Hip in
- Head away
- Sideways stance
- Closed hand on each shoulder
- Communicate intention
- Use a 'de-escalation script' if needed

## Alternative to holding hands

Some children and young people may prefer an alternative way to be supported by adults. The 'alternative' to the hand hold offers this

The adult offers their arm and the child/young person accepts.

The child/young person can move away at any time.



- Hip in
- Head away
- Sideways stance
- Arm is offered
- Invita is accepted
- Draw elbow in for extra security