

Fiveways School

Behaviour and Physical Support Policy



Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	October 2024	Swavek Nowakiewicz	October 2025

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver	<i>M Gulliver</i>	25.10.24
Head Teacher	Swavek Nowakiewicz	<i>Swavek Nowakiewicz</i>	25.10.24

Details of Policy Updates

Date	Details
October 2024	Appendix 12 Positive behavioural support key added, small other changes to wording. Appendix 8 updated.
November 2023	P21 wording added to pupil exclusions, forms updated to Behaviour Watch. Removal of appendices 4 and 6 (previous recording forms) Adaptation to appendix 7 guide to forms (now appendix 5)
March 2023	Appendices 9 updated
November 2022	Updated
December 2021	Appendices 10, 11 and 12 added-
November 2021	Policy updated to reflect latest guidance and procedures
March 2020	Policy updated.

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1. Aims

Fiveways holds the following aims when considering 'what a good life looks like for me now and in the future': -

- To create a happy and secure learning environment rich in stimulation and challenge.
- To ensure all members of the school community can grow in self-esteem and develop to their full potential.
- To provide developmentally related experiences responding to pupils' individual needs.
- To provide pupils with an education appropriate to the world beyond the classroom.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions giving them more control over their lives.

This policy serves to support a consistency in approach across all staff through recognizing, valuing and celebrating the individual strengths and needs of any one person and prioritizing proactive support strategies (founded in assessment-based approaches) centered in the teaching of functional and regulation skills to engage pupils in their learning.

Context

This policy was written with reference to the following:

- Team Teach
- The Children's Act 1989
- The Education & Inspection Act 2006
- Use of Reasonable Force Guidance July 2013
- Behaviour and discipline in schools Advice for Headteachers and school staff January 2016
- Reducing the Need for Restraint and Restrictive Intervention 2019
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupil's
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- 2. Legislation, statutory requirements and statutory guidance

- This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour in schools: advice for Headteacher and school staff, 2024
- Behaviour in schools: advice for Headteacher and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement –2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

It should be read in conjunction with the School Aims, Health and Safety Policy, Child Protection Policy, Assessment, Recording and Reporting Policy, Staff Code of Conduct.

2. Roles and Responsibilities

The Governing board will also review this Behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Assistant Headteacher/Behaviour Lead will work under the guidance of the Headteacher to ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviours that challenge, and will monitor how staff implement this policy to ensure proactive and reactive strategies are applied consistently.

The governing body:

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly and effectively and ensuring Parents / Carers and related professionals are made aware
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

Parents / Carers are expected to:

- Support their child in adhering to the socially acceptable forms of behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be supported to meet the behaviour standards.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Where possible pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

3. Positive Environment for Positive interactions

Fiveways School is committed to creating an environment where pupils feel safe, secure, valued and able to learn.

All staff have a key role to play in ensuring that this environment is created and will follow these principles in order to support this:

- Support all pupils using Communication and Interaction strategies accounting for every individual's learning journey and apply these consistently.
- Establish and maintain positive relationships between members of the school community
- Actively contribute to a positive school environment in which effective teaching and learning can take place
- Make every effort to understand the function of behaviour
- Develop pupils self-regulation in their behaviour and to prepare them to become responsible members of their school community, home and the wider community where they will take care of their surroundings and show consideration and respect for others at all times
- Ensure that behaviour is managed in a positive manner
- Be part of a caring school community which fosters respect, honesty, truth and kindness, co-operation and tolerance
- Contribute to a safe secure environment where children are encouraged, not discouraged; where mistakes are seen as opportunities for learning; where differences are respected; where individuals are encouraged to take responsibility for their own actions
- Develop effective systems for managing, maintaining and encouraging good behaviour
- Encourage, recognise and reward effort made by all children regardless of age or ability
- Provide school organisation and management practices which promote inclusion, recognise difference and allow for flexibility in curriculum which addresses the needs of individual pupils
- Provide structure, routine and predictability through consistency in approach taking account of interactions, physical and visual environment

Good practice is understood to the best possible support for maintaining good behaviour. Effective classroom management will help to create and sustain a positive, supportive and secure environment.

The following should be considered as a minimum to achieving this: -

- Be prepared for the lesson
- Keep everyone engaged and interested through engaging, motivating and interesting activities.
- Extend and motivate all pupils
- Use appropriate language commensurate with the individual's ability
- Provide total communication to encourage attention and understanding, such as signing, symbols, pictures, sensory clues, thus enabling a pupil to understand what is happening or expected of them
- Give a pupil time to respond
- Provision of a timetable / schedule relative to the pupils understanding
- A tidy and well organised environment
- Carry out regular review of learning environment (**Appendix 2** – Positive Environment Checklist)
- Give effective feedback for good behaviours (verbal, gestures, certificates, etc)
- Model good behaviours at all times
- Foster the understanding that all behaviour is purposeful and communicates a want / need
- Provide support strategies on an individual basis using Learning Support Plans (**Appendix 3**)
- Use natural consequences to support the management of behaviour which best meets the needs of each individual pupil. Not punitive and always planned for in a positive way (**Appendix 1**)
- Maintain close liaison with parents / carers as part of a collaborative approach
- Establishing effective systems which enable pupils to understand right and wrong
- Use scripts to support responses to challenging behaviours
- Transition plans formed through discussion for pupils beginning new classes
- Follow and adhere to the values and virtues of Positive Behavioural Support (**Appendix 12**)

It is not acceptable to:

- Physically punish a pupil or to verbally threaten to do so, this includes the use of physical interventions
- Deprive pupils of food or drink
- Ask a parent or family member to impose sanctions against a pupil
- Use demeaning tasks or punishments such as wearing inappropriate clothing
- Withhold medical treatment
- Conduct personal body searches; where significant concern exists, a senior manager should be contacted or support of the police should be sought

- Lock a pupil in a room or prevent them from leaving a room (except in very extreme situations of high risk and must be recorded via a detailed account within an incident form (appendix 8 defines protocol).

Learning Support Plans will be reviewed at least every 12 months by the class team, Parents/ Carers and the pupil (as much as possible). Parents / Carers will be asked to review the plans, make comments and sign confirmation of implementation. These plans will be read and understood by the class team and available to read for other individuals supporting the pupils learning. The SEMH Lead will review Learning Support Plans throughout the year and discuss these with Class Teachers.

In very extreme circumstances, where all other measures have failed (including emergency Annual Review) exclusion from school may apply (usually "fixed term"). In these cases, the school will make this decision based upon the ability of the school to respond to the safety needs of the individual, all other pupils and staff. This time will be used to try to make suitable provision. Keeping pupils and staff safe is paramount.

Training

The importance of continued development and refreshment of good practice is recognised at Fiveways School. All class-based staff and other supporting staff are trained in Team Teach to develop their knowledge and skills in de-escalation, supportive calming approaches and keeping safe.

Training is also delivered throughout the year by the Social Emotional Mental Health (SEMH) team to develop understanding of Proactive strategies which serve to minimise incidences of challenging behaviour. The SEMH lead reviews proactive support strategies with class teams on an annual basis.

Specific class based training will be provided to individuals and / or teams by request or following review of the impact current strategies have with a specific focus on proactive elements.

Emotional Literacy Support Assistant (ELSA), Team Teach, practitioners and the Communication and Interaction team deliver an in-reach approach to support both pupils and staff and this model provides work based training to class staff for these interventions to be successful and sustained.

Debrief

Physical intervention can be extremely upsetting for staff as well as pupils. Both will need time to recover and opportunities to review at a level appropriate to them. Staff and pupil debrief is also key to considering what happened / why, planning supports for the future and hopefully avoiding other incidents. The initial Incident Recording Form provides a debrief formula for teams to reflect together. Following a Critical incident, the school uses a debrief template (**Appendix 6**).

4. Recognising the individual

For some pupils there will be a need for specific strategies and interventions to promote appropriate behaviour. This is termed as displaying challenging behaviour and defined as leading to: -

- Physical danger / harm to self
- Physical danger / harm to others
- Damage to property
- Prevention of participation in educational and community activities
- Disruption of learning to others
- Isolation from peers
- High levels of demands on staff / resources

Staff have a clear protocol to follow when establishing the 'behaviour that challenges us' section of a Learning Support Plan. This will include the analysis of data which identifies: -

- Frequency
- Persistence / reoccurrence
- Impact on Learning
- Function
- Severity (of any related injuries)

A 'behaviour that challenges us' plan may be put in place following a serious incident. These plans will state proactive and reactive strategies defining the 'consequences' of behavior that challenges us. Most importantly, these 'consequences' will be specific to the individual's needs; enabling them a good life now and in the future through teaching skills and providing natural consequences (non-punitive).

This analysis, together with the use of assessment tools including Motivation Assessment Scale (**Appendix 4**) will enable staff to help identify triggers, warning signs, proactive strategies (including interventions such as Thrive, ELSA and Theraplay), de-escalation techniques, calming strategies and which can be formulated into a Learning Support Plan.

Learning Support Plans may include reactive strategies to support a pupil in the event of behaviours being displayed which present a high risk (detailed on page 9).

5. School behaviour curriculum

Developing positive behaviours, communication and interaction habits and routines are a central and core aspect of our curriculum as essential to a good life now and the future. The following list is not exhaustive but represents key themes.

Where appropriate and reasonable, adjustments are made to routines and systems within the curriculum to ensure behavioural expectations are personalised in the curriculum.

Pupils are actively taught to:

- Develop self-regulation skills and strategies
- Develop effective and positive social skills and relationships
- Interact and communicate in appropriate and respectful ways with each other, staff and members of the wider community
- Use the school buildings and school property appropriately and in respectful ways
- Manage themselves and engage positively with less familiar or new contexts and people
- Understand what is wrong OR what they did wrong and the right way to behave

The curriculum and teaching achieves this through:

- Personalised Learning Goals – Myself and Others
- Targeted lessons – Myself and Others (RHSE)
- Ensuring staff responses are at an appropriate cognitive level
- Reprimanding behaviour not the pupil i.e. What they are doing is unacceptable not them
- Overtly noticing and modelling good, positive behaviours
- Consistent and personalised approaches; Learning Support Plans
- Home link. Ensure staff / parental liaison to agree a consistent approach
- Providing positive learning environments e.g. class organisation, scheduling, routines and predictability
- A focus on communication systems and strategies
- Natural consequences wherever possible
- Praise – verbal, gestures, private, public
- Certificates, class based token systems and Star of the Week
- Use of “help scripts” for both pupil and staff

Mobile phones and smart devices

Pupils from reception class to the end of the key stage 3 (reception to year 9) are not permitted to have a mobile phone whilst in the school. We recognise that some pupils may need mobile phones or other smart devices during the long journey to and from school. These pupils can use mobile phone or smart devices to listen to music, play game etc. whilst on the bus.

Pupils who use mobile phones or other smart devices during journeys to and from school will need to put these devices into their bag and not use them throughout the day or hand in their devices to a member of staff who will keep them safe and hand them back at the end of the school day.

Pupils in key stage 4 (year 10 and 11) may need to use mobile phones or smart devices during their lessons, e.g. during e-safety lessons, ICT lessons. In these circumstances, pupils and their parents will be informed in advance by the class teacher. Outside of these circumstances, pupils should not use mobile phones whilst in school.

Pupils in 6th Form (year 12 to 14) should keep their mobile phone switched off and in their bags whilst in school, unless permitted by the teacher to use them during learning activities.

Any pupil who brings their mobile phone or smart device to school with inappropriate material will be asked to hand in the device, which will be returned to them at the end of the day with the proviso that inappropriate material is deleted. Parents will be notified.

For further information, please read the school's mobile phones and smart devices policy.

6. Responding to Behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies (e.g. Star of the week, Special Star).
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Positive Handling and Restrictive Intervention

This policy and guidance acknowledges that all Fiveways School staff are responsible for the education of pupils, some of whom may require support in managing behaviours which could be described as challenging. There is a clear need for staff to be advised and supported, by school and the Local Authority (LA), and given complete reassurance that any actions in accordance with this policy will receive unequivocal support. Physical interventions referred to in this guidance may only be used by Team Teach trained staff. Definitions, guidelines and training of the Team Teach physical interventions are available from the team of Team Teach tutors who work within the school. Staff at Fiveways School are trained in the use of Team Teach physical interventions and receive updates in line with Team Teach principles.

Staff must acknowledge that the starting point for physical intervention should be that all other strategies have failed, and the use of Restrictive Physical Intervention is an absolute last resort to support a pupil in need.

Restrictive Physical Intervention is the term used by the DfE to include interventions where bodily contact using force is used. The use of any Restrictive Physical Intervention will only be considered as a last resort, and in ways that will maintain safety and dignity of all concerned. A record is kept of current Team Teach physical interventions by the school.

All Restrictive Physical interventions will be in the best interest of the child and every effort will be made in seeking to avoid injury. However, injury is possible and this can be a regrettable and infrequent side effect.

This policy applies to the use of restrictive physical interventions. However, it is important to recognise the significance and the place physical contact has at Fiveways. Physical contact can and should be used positively as an act of care and to reinforce relationships. It should also be used to support pupils in their learning where appropriate (**Appendix 7**).

All members of school staff have a legal power to use reasonable force (Use of Force Guidance July 2013).

Only adults trained in the use of Team Teach approaches are authorised to use “reasonable force”. There is no legal definition of “reasonable force” but use of force is regarded as reasonable to prevent

- Self-harming or being self-injurious
- Causing injury to other children, adults or staff
- Committing a criminal offence
- Causing serious damage to property
- Engaging in extreme behaviour which is prejudicial to maintaining good order and discipline in school

Only the *minimum force* for the minimum time necessary to prevent injury or damage should be applied when *danger is immediate*. It must be shown that any RPI was in the best interest of the pupil, reasonable, necessary and proportionate to the circumstances of the incident and that every possible step was taken to de-escalate the situation. Staff will not be required/advised to carry out any form of restrictive physical intervention which will put themselves at risk.

Restrictive physical intervention (RPI) should not have punishment or the idea of controlling a child as its central aim but rather the need to support, demonstrate care and as part of a planned intervention with the long term aim of helping pupils develop skills which will make physical intervention less likely in the future. The school carries the notion “I care enough about you to not let you be out of control”. RPI may be used in immediate crisis situations but must be reported to a member of the Senior Management Team as soon as possible and review the support used before seeking to update or write into a Learning Support Plan. Staff should be aware that some pupils enjoy physical contact or restraint or that physical intervention may escalate the behaviour or situation, particularly for pupils who are touch sensitive or dislike close physical contact (for these pupil’s physical intervention may not be appropriate). A debrief with the pupil following the RPI is essential.

Fiveways follows Team-Teach techniques which seek to avoid injury to the pupil, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items, such as weapons, illegal substance, pornography found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Due to the SEND needs of Fiveways pupils search may be very distressing experience and therefore it should be only used when it is absolutely necessary and other options where ineffective. Any searches should be used as a last resort and will only be carried out by a member of staff who has been authorised to do so by the Headteacher/Deputy Headteacher, or by the Headteacher/Deputy Headteacher themselves. Only suspicion of possession prohibited items, such as weapons, illegal substance, pornography can warrant a search.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher or Designated Safeguarding Lead (or deputy). During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Where possible explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above).

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system (My Concerns).

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7. Prevention of Bullying / Child on Child Abuse

Fiveways School defines bullying as;

A behaviour which demonstrates intent to cause harm to another person by verbal, physical or social means with an understanding of a real or perceived imbalance in power over another (extremely uncommon with SLD population).

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property (although this list is not exhaustive) – child on child abuse. Physical bullying causes both short term and long term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse – child on child abuse. While verbal bullying can start off as playful, it can escalate to levels which start affecting the individual being targeted.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing malicious jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- malicious gossip or rumours
- Imitating others online or using their log-in

Sexual Violence

Sexual violence includes rape, assault by penetration, inappropriate touching of another person and causing someone to engage in a sexual act without consent.

Sexual Harassment

Sexual harassment, sometimes referred to as unwanted conduct of a sexual nature, includes making comments of a sexual nature, deliberately brushing against someone, interfering with clothing and also refers to online activities such as sharing explicit images and up-skirting.

Fiveways School recognises that bullying can occur at any time and is unacceptable. It is therefore paramount that staff members must be vigilant in recognising any acts of bullying, have confidence to report these incidences accurately and manage these situations promptly.

Should bullying occur, the school will act to support both the individual being bullied and the individual demonstrating bullying behaviour in order to address the needs of both parties. It is the belief of the school that the individual demonstrating bullying behaviour is doing so due to the likely absence of social, emotional or mental health needs. The individual being bullied is likely to experience social, emotional or mental health needs as a result of the experience.

Staff members who observe bullying (child on child abuse) of any form will report this immediately to a Designated Safeguarding Lead and via My concerns for a collective record.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
-

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information <https://www.fivewaysschool.co.uk/wp-content/uploads/2022/10/Safeguarding-and-Child-Protection-Policy-Sept-2022.pdf> .

Procedure for supporting pupils

Communication with Parents and Carers will be at the heart of the support process and will work towards developing an appropriate intervention which enables SEMH provision on a case by case basis. Parents and Carers will be asked to support the development and revision of a Learning Support Plan to support the pupil within 1 working day of any incident of Bullying, Sexual Violence / Harassment.

8. Allegations

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. Analysis and Monitoring

Incidents will be reported via the cloud based platform 'Behaviour Watch' and all entries will be reviewed by a member of the Senior Leadership Team. The Senior Leadership Team will monitor and review the behavioural data regularly to identify trends and monitoring impact and report this to the Governors throughout the year.

Class teams will have access to weekly reports to identify trends and, thereby, evaluate the effectiveness of Learning Support Plans and further develop practice.

The SEMH Lead will review incidents and discuss any trends with Class Teachers and teams following a review of Learning Support Plans as the need arises – this will be to highlight excellent practice but also to develop approaches.

10. Serious Sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the school curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised and will be removed for as short time as possible.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Long term behaviour plans
- Individual Pupil Support Plan review
- Multi-agency assessment e.g. Education Psychologist, Occupational Therapist, SEND team

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on Behaviour Watch.

Pupil Exclusions

Exclusion is considered very much as a last resort at the school and only when all strategies, interventions and techniques outlined in this Behaviour Policy have proved unsuccessful over a period of time. Reasons for exclusion will vary according to incidents and individual, but could include: -

- Incidents of aggression towards staff and/or pupils
- A severe assault upon a pupil or member of staff
- Actions that compromise health and safety on transport or within the school environment
- Significant and intentional damage to property

"A breach of the behaviour policy is considered to have occurred when a pupil continues to demonstrate significant risk of harm to self and/or others despite implementation of behaviour supportive measures and this has led to the pupil / other pupils and / or staff not being able to work in safety. Supportive measures include environmental and functional assessment driven consequences being actioned by the school in liaison with specialist support services (as defined by Somerset Guidance - Children at risk of exclusion). Safety of pupils and staff can be defined by a significant injury being caused to self / others, actions leading to self being put at regular risk of harm or behaviours being persistent to the point of impacting on the smooth running of the school day across the school community. "

Fixed Term Suspension

The Headteacher has the authority to exclude pupils for up to 45 days during any academic year. Following the initial verbal contact between school and family, parents/carers are notified in writing of the exclusion and are encouraged to attend school with their child on the day of the re- admittance. A meeting will take place between Headteacher, pupil and parents/carers to discuss expectations, criteria for re-admittance and what the pupil has learnt from the exclusion process.

If a pupil is excluded for 5 days or less the Governors Pupil Exclusions committee is not obliged to meet even if representation is made.

If a pupil is excluded for a period of 6 to 15 days, either as a single exclusion or as an accumulation during any one term, the school Governors Pupil Exclusions committee must meet to discuss the issues with all appropriate parties if representation is made by the family / carers.

If a pupil has either a single exclusion of 16(+) days or an accumulation amounting to 16 or more days during any one term, then the Governors Pupil Exclusions committee has to meet automatically, inviting all appropriate parties to attend. (Further meetings have to be held following any additional exclusions).

Factors to be taken into account in this process include: -

- The broader interests of other pupils and staff in the school, as well as those of the excluded pupils.
- The schools published behaviour and discipline policy.

- The fairness of the fixed term exclusion in relation to the sanctions imposed on other pupils who may have been involved in the incident.

Permanent Exclusion

In extreme cases of pupil misconduct and/or repeated incidents of serious misconduct that necessitate periods of fixed-term exclusion, permanent exclusion may be considered by the Head teacher.

Exceptional circumstances where, in the Head teacher's judgement, it is appropriate to exclude a pupil for a first or one off offence may include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon

If a pupil is permanently excluded, the Governors Pupil Exclusions committee has to invite all appropriate parties to attend a meeting between the 6th and 15th school day following the exclusion, to discuss the Head teacher's decision to permanently exclude. If the decision to permanently exclude is upheld, then the parents/carers have the right to go to Independent Appeal.

(Please see Suspension and Permanent Exclusion and Policy).

Appendix 1

Rewards and Consequences

Motivation	Description	Examples of behaviour that challenges us	Reward	Consequence
Sensory	I do it because I like it	Rocking back and forth and concentrating only on this action Chewing on equipment Seeking physical touch	Accessing the sensory need will be fulfilling. Instant celebration upon using resources appropriately.	Providing planned and regular access to a sensory diet provision suited to the sensory area identified through a sensory assessment. Identifying suitable equipment to fulfil the need Review where it could be appropriate to engage in the sensory seeking behaviour and plan this
Escape	I do not want to experience this any longer	Grounding on the floor instead of following someone Leaving a room as the noise levels rise Completing an activity as quickly as possible	Instant celebration upon communicating or participating appropriately. Incorporating motivators into now and next.	Introduce Now and Next Introduce Now, next and Then Teach how to request 'finished' Review learning support plan to include new 'dislike' Review communication strategies Plan / teach regulatory strategies (sensory) Teach use of a timer Teach reading the time Review the level of demand to ensure it is not too high / too low

Social Attention seeking	I want to interact with someone for social attention	Seeking to create conflict with another Standing on a chair for you to come over to me Asking frequent questions for you to answer	Instant celebration of self-regulating behaviours Instant celebration when on task. Celebration of waiting for attention.	Timetable of times when focussed attention is planned. Encouragement to engage with peers to gain attention in appropriate ways Planned attention when on-task Support identification of cues for when it could be appropriate to gain attention
Tangible	I want this object, place or experience	Pushing to the front of a crowd to see the lights Running across a road to reach the park Throwing a cup to get a drink	Instant celebration upon communicating or waiting appropriately. Incorporating motivators into now and next.	Introduce Now and Next Introduce Now, next and Then. Review communication strategies Teach how to make appropriate requests Teach how to 'wait' for increased periods Teach reading the time.

Rewards and Consequences are linked directly to the purpose / function of the behaviour demonstrated. This follows a science based approach used by services and agencies support behaviours that challenge.

The table above gives a basis for the appropriate type of reward / consequence but one must consider the level of cognition and need of the individual e.g.

Behaviour that challenges us – 'Chewing on equipment'

Child a – given a chew toy at times known to chew.

Child b – asked to stop and talk about what things they could do instead.

Appendix 2 Positive Environment Checklist

Barry Warren and Jody Hoffman

Positive Approaches to Behaviour Change

The Positive Environment Checklist (PEC) is designed for use in evaluating whether the settings in which persons with severe disabilities live, work, and go to school are structured in a manner that promotes and maintains positive, adaptive behaviours. The PEC looks at whether settings provide the conditions that make negative behaviours more likely. It also addresses several concerns related to the ways in which program staff support and interact with the people with disabilities in the setting.

The checklist should be used as part of a proactive, preventive approach to addressing problem behaviours. Positive environments will help to minimise the occurrence of problem behaviours. The checklist can be used as a general toll to provide an overall assessment of a setting. Also, when a particular individual is targeted, it can be used as part of comprehensive analysis of an existing problem behaviour(s) to determine whether environmental conditions are contributing to the problem.

The Positive Environment Checklist focuses on the physical, social, and programmatic structure of the environment. Checklist questions are divided into 5 sections: (1) Physical Setting, (2) Social Setting, (3) Activities and Instruction, (4) Scheduling and Predictability, and (5) Communication. Responses to questions in each area should be based on direct observation of the environment, or review of written programme documents and records, or on responses obtained from questioning program personnel. Three response options are provided for each question: YES, NO and UNCLEAR. The term "staff" applies to paid and volunteer personnel who provide support and services in the setting. The term "people" refers to the people with disabilities who live, work, or attend school in the setting.

Scoring the completed Positive Environment Checklist is simply a matter of determining which questions received a Yes response, and which received NO or UNCLEAR responses. NO responses indicate areas or issues that should be addressed to create a more positive environment. UNCLEAR responses indicate the need for further analysis, perhaps by extended observation or by questioning a larger number of program personnel.

SECTION 1: PHYSICAL SETTING			
1. Is the physical setting clean, well lighted and odor free?	YES	NO	UNCLEAR
2. Is the temperature regulation in the setting adequate?	YES	NO	UNCLEAR
3. Is the physical setting visually pleasant and appealing?	YES	NO	UNCLEAR
4. Does the arrangement of the setting promote easy access for all individuals within the setting?	YES	NO	UNCLEAR
5. Is the setting arranged in a manner that facilitates needed staff support and supervision?	YES	NO	UNCLEAR
6. Does the setting contain or provide	YES	NO	UNCLEAR

interesting, age-appropriate items and materials for people to use?			
7. Is the setting located and structured in a manner that promotes and facilitates physical integration into the "regular" community?	YES	NO	UNCLEAR

SECTION 2: SOCIAL SETTING			
1. Is the number of people in this setting appropriate for its physical size and purpose?	YES	NO	UNCLEAR
2. Are the people who share this setting compatible in terms of age, gender and support needs?	YES	NO	UNCLEAR
3. Do the people who share this setting get along with each other?	YES	NO	UNCLEAR
4. Is the staff ratio in this setting adequate to meet the support needs of all of the people here at all times?	YES	NO	UNCLEAR
5. Do staff actively work to develop and maintain a positive rapport and relationship with the people here?	YES	NO	UNCLEAR
6. Do staff promote and facilitate opportunities for social integration with people who are not paid to provide service?	YES	NO	UNCLEAR

SECTION 3: ACTIVITIES AND INSTRUCTION			
1. Do people in this setting regularly participate (whether independent, supported or partial participation) in activities and tasks that are useful and meaningful to their daily lives?	YES	NO	UNCLEAR
2. Do people participate in a variety of different activities?	YES	NO	UNCLEAR
3. Do people participate in activities that occur in regular community settings outside of the home, school or workplace?	YES	NO	UNCLEAR
4. Do people in this setting receive instruction on activities and skills that are useful and meaningful to their daily lives?	YES	NO	UNCLEAR
5. Is the instruction that people receive	YES	NO	UNCLEAR

individualised to meet specific learner needs?			
6. Are peoples' personal preferences taken into account when determining the activities and tasks in which they participate and receive training?	YES	NO	UNCLEAR

SECTION 4: SCHEDULING AND PREDICTABILITY			
1. Is there a system or strategy used to identify what people in this setting should be doing?	YES	NO	UNCLEAR
2. Is there a means to determine whether the things that should be occurring actually do occur?	YES	NO	UNCLEAR
3. Do people in this setting have a way of knowing or predicting what they will be doing and when?	YES	NO	UNCLEAR
4. Do staff prepare people in this setting in advance for changes in typical schedules or routines?	YES	NO	UNCLEAR
5. Do people in this setting have opportunities to exercise choice in terms of what they will do, when, with whom, and what rewards they will receive?	YES	NO	UNCLEAR

SECTION 5: COMMUNICATION			
1. Do people in this setting have "acceptable" means to communicate basic messages (eg. requests, comments, rejections) to staff or others in the setting?	YES	NO	UNCLEAR
2. Do staff promote and reward communication?	YES	NO	UNCLEAR
3. Are effective, efficient communication strategies being used by or taught to the people in this setting?	YES	NO	UNCLEAR
4. Are staff familiar with the receptive language levels and skills of the people in this setting?	YES	NO	UNCLEAR
5. Do staff have "acceptable" means to communicate basic messages to the people in this setting?	YES	NO	UNCLEAR

Appendix 3 Learning Support Plan

Learning Support Plan		
Name:		
DOB:	Class:	Communication
Strengths & Likes	Dislikes	
Proactive strategies to support me		
Medical Conditions:		
I also have the following plans & important information <small>Highlight as appropriate</small>		
Medical Care Plan	Communication Profile	MOVE Goals
Thrive Action Plan	Manual Handling Plan	Risk Assessment
Hearing	Vision	Sensory

Behaviour That Challenges Us

Warning Signs:

Triggers:

Risks: Circle / highlight the risks or describe what might happen

Slap	Punch	Bite	Pinch	Spit	Kick
Scratch Weapons	Neck Grab	Clothing Grab	Hair Grab	Arm Grab	
Body Hold	Self-Harm	Throwing / Missiles	Other:		

Physical Interventions:

Space & Positioning:

Circles of danger	Kicks	Punches	Bite Releases	Hair Pulls
Clothing Grabs Hold	Arm Grabs	Neck Grabs	Caring C guide	Friendly
Steering Away Hug	Single Elbow	Help Hug	T-Wrap	Cradle

Colour coding for section 2

Please highlight statements to clarify stages of escalation / de-escalation

- Green:** Standard daily practice that helps maintains calm & regulated
- Yellow:** Response to warning signs, anxiety & escalation. Trying to return to the green
- Red:** Response to serious incident. Keeping safe, reducing risk
- Blue:** Calming & recovery, low demand, returning to green

Section 2:

Challenge	Motivation	Triggers	Support Strategies

Challenge	Motivation	Triggers	Support Strategies

Challenge	Motivation	Triggers	Support Strategies

Signed:

Date:

Appendix 4 Motivation Assessment Scale

1986 V. Mark Durand, Ph.D.

Name _____

Assessor _____

Date _____

Precise description of behaviour _____

Description of setting _____

Instructions: Select a specific behaviour that is of particular interest to you and your team. In order to assess in a fair and objective manner, it is crucial to detail the behaviour as it presents i.e. grabs others by their clothes as opposed to grabs people. Consider the following questions and use your knowledge to complete the table by ticking the appropriate boxes.

0=Never, 1=Almost Never, 2=Seldom, 3=Half the Time, 4=Usually, 5=Almost Always, 6=Always

	0	1	2	3	4	5	6
1. Would the behaviour occur continuously, over and over, if this person were left alone for long periods of time?							
2. Does the behaviour occur following a request to perform a difficult task?							
3. Does the behaviour seem to occur in response to you talking to other persons in the room?							
4. Does the behaviour ever occur to get a toy, food, or activity that this person has been told that he or she can't have?							
5. Would the behaviour occur repeatedly, in the same way, for very long periods of time, if no one were around? (For example, rocking back and forth for over an hour.)							
6. Does the behaviour occur when any request is made of this person?							
7. Does the behaviour occur whenever you stop attending to this person?							
8. Does the behaviour occur when you take away a favourite toy, food, or activity?							

9. Does it appear to you that this person enjoys performing the behaviour? (It feels, tastes, looks, smells, and/or sounds pleasing.)							
10. Does this person seem to do the behaviour to upset or annoy you when you are trying to get him or her to do what you ask?							
11. Does this person seem to do the behaviour to upset or annoy you when you are not paying attention to him or her? (For example, if you are sitting in a separate room, interacting with another person.)							
12. Does the behaviour stop occurring shortly after you give this person the toy, food, or activity he or she has requested?							
13. When the behaviour is occurring, does this person seem calm and unaware of anything else going on around him or her?							
14. Does the behaviour stop occurring shortly after (one to five minutes) you stop working or making demands of this person?							
15. Does this person seem to do the behaviour to get you to spend some time with him or her?							
16. Does the behaviour seem to occur when this person has been told that he or she can't do something he or she had wanted to do?							

	Sensory	Escape	Attention	Tangible
	1. _____	2. _____	3. _____	4. _____
	5. _____	6. _____	7. _____	8. _____
	9. _____	10. _____	11. _____	12. _____
	13. _____	14. _____	15. _____	16. _____
Total Score =	_____	_____	_____	_____
Average Score =	_____	_____	_____	_____
Relative Ranking	_____	_____	_____	_____

Appendix 5 Guide to reporting incidents

If pupils show:	What to do	Additional Information
Challenging behaviour resulting in RPI	Behaviour incident log via behaviour watch	Select ' Restrictive physical intervention techniques used ' stating time duration as separate occasions where release attempted
Challenging behaviour	Behaviour incident log via behaviour watch	<i>Add information to Learning Support Plan</i>
Challenging behaviour resulting in injury to staff where GP/hospital is required	Behaviour incident log via behaviour watch	Select 'Yes (RIDDOR)'
Repetitive challenging behaviour e.g. on weekly / daily basis not resulting in injury (cut, bruise, etc)	Excel repetitive log	Following 3 behaviour incident logs on behaviour watch and specific plan within Learning Support Plan
Challenging behaviour resulting in RPI	Behaviour incident log via behaviour watch	Select ' Restrictive physical intervention techniques used ' stating time duration as separate occasions where release attempted

If staff or pupils	What to do	Additional Information
Experience a minor injury during an accident	Bump incident log via behaviour watch	Used to report all minor injuries resulting in cuts, grazes and bumps to pupils. And, any incident where a pupil is taken to hospital due to a pre-existing medical condition.
Witness damage to property as a result of an accident	EEC Accident Report via behaviour watch	For minor or significant breakages following an accident.
Experience an injury resulting in anything more than a minor injury following an accident	EEC Accident Report via behaviour watch	Use to report accidents, incidents and near misses relating to staff, visitors and pupils. And, any incident resulting in anything more than a minor injury or where the incident or near miss could have resulted in a serious injury.

Appendix 6 Debrief Form

Procedure captured within the EEC Form



Name of Pupil		Date of incident	
---------------	--	------------------	--

Staff involved	Present at time of debrief ✓ or X

Reflection	Bound Book Ref	
How are all parties? (injuries, concern, etc) What happened? How was the Behaviour Support Plan Followed? What environmental challenges did you experience?		

Action Points
What could be adapted or changed to improve this in the future? Moving forwards, what are the key priorities?

Staff member conducting debrief	
Signature	
Date	

Appendix 7 Contact: Behaviour and Physical Support Policy

TOUCHING

For the purposes of this document touching is defined as everyday acts of communication by physical means to indicate approval, affection, security or sympathy. For example, a touch or pat on the shoulder, a held hand, linked arm, an arm around the shoulder, a stroked back or hug / hold; these are appropriate actions, particularly in a school like ours where supporting communication and co-regulation are essential (E.g. Ardiel, E.L. & Rankin, C.H. (2010) The Importance of Touch in Development. Paediatrics & Child Health,15,153-156). Not only can touching be a positive reinforcement to relationships and a comfort in times of stress or dysregulation but there is also research evidence to indicate that it can be very effective as reinforcement to academic achievement. Staff should be mindful of the physical context of their actions. It is considered safest to be protected from unfounded accusations of inappropriate physical contact with pupils when witnesses are present. Touching of a hug or hold nature should be avoided in private personal care conditions other than an emergency when it would be reasonable, proportionate, and necessary. It is not the intention here to deter physical contact but to ensure that physical contact is not misinterpreted. All pupils have Learning Support Plans in which planned physical contact will be identified. These will be part of a developmental plan towards self-regulation in the future and teaching pupils with whom it is safe to co-regulate with through physical contact.

TEACHING

In some cases a member of staff may need to physically support pupils as part of the teaching process, particularly those with challenging, chaotic or inconsistent behaviour. Staff will themselves identify activities in which it is helpful or even essential to touch pupils and give physical direction. They will include: -

- Physiotherapy, MOVE and occupational therapy
- Pupils who have communication difficulties and require an Total Communication approach
- Supporting in P.E. e.g. swimming, Rebound therapy, yoga, Thunder, movement and dance
- Personal skills e.g. dressing and washing hands or face.
- Modelling activities e.g. using scissors, washing hands or learning to sit on seats.
- These types of contact are a legitimate part of every staff member's repertoire of learning / behaviour support and should not normally require recording. Staff will be supported in their proper use.

Physical contact / touch in these circumstances must

- Have a justifiable point
- Never become a power struggle and cease immediately if the child forcibly resists for more than a moment or appears distressed.
- Not last longer than necessary to fulfill it's objective.
- Avoid breast and genital areas.
- Never take place in private conditions.
- Take into account a child's sensitivity to touch. (This should be discussed as part of their Annual Review and Personalised Learning Goals)

TREATING

Toileting and Incontinence – Toilet training and the cleaning up of incontinent pupils is considered a treatment. This may require intimate contact during cleaning up and necessarily centres on the genital area. Parents should agree to their children being cleaned by staff and staff should aim not to work alone at this task, although this is not always practical or possible. Staff should at least ensure that another adult is aware of this reason for withdrawing a child.

Emergency treatment e.g. administration of emergency epilepsy drugs - This may be required at any time and staff should never feel constrained from acting immediately to prevent harm.

Routine treatments e.g. medical procedures or physiotherapy - These can involve close and perhaps painful contact. They may have to be carried out when a child is withdrawn from class and other adults are not present. Such treatments should only take place with the recorded advice of an appropriate medical professional and the agreement of parents / carers.

Any procedures used should: -

- Have a medical and / or hygienic point
- Involve the minimum contact necessary
- Where ever possible, be undertaken by persons of the same sex as the pupil.

Staff carrying out any of these treatments according to these guidelines will be supported in their provision of this important service.

Appendix 8 WITHDRAWAL

TEMPORARY RESTRICTION OF LIBERTY PROTOCOL

“Safe space” refers to any space with the door closed that provides safety for the pupil, staff and other pupils. The pupil is secluded and there is a temporary restriction of liberty.

The school does not plan for the use of a safe space, identifies no areas of the school for this to occur, and will not form part of a LSP. In the unlikely event that all de-escalation based approaches have not made safe a pupil / others from significant harm the following must be adhered to;

- The intervention being the absolute last resort (all other strategies have failed).
- The intervention being in the best interest of the pupil by reducing risk of harm to themselves and others
- Used for the minimum period of time to restore safety.
- Only used in the event of there being significant risk of harm to the individual pupil and / or others.
- Staff must be able to see the pupil and be able to report on their wellbeing.
- Staff member/s making this decision must report this to the class teacher and a member of SLT as soon as feasibly possible.
- Recorded on Incident Reporting Form as soon as possible identifying the necessity of the seclusion (identifying all prior de-escalation attempts).
- Reported to parents / carers as soon as possible (must always be the same day)
- A debrief and review will take place for all parties together with a member of SLT as soon as possible

Legal Considerations

The February 2024 Behaviour in Schools Advice for Headteachers states;

“There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction”

Appendix 9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Referral to the police
- Referral to social services
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to early help

Refer to children's social care

Report to the police

Please refer to our Safeguarding and Child Protection policy for more information:

<https://www.fivewayschool.co.uk/wp-content/uploads/2022/10/Safeguarding-and-Child-Protection-Policy-Sept-2022.pdf>

Appendix 10 Reporting a racist incident

Definition of a racist incident

Fiveways School has adopted the nationally recognised definition of a racist incident (as recommended by the 1999 MacPherson Report (findings and recommendations of the enquiry into the murder of Stephen Lawrence)):

'A racist incident is any incident which is perceived to be racist by the victim or any other person'

Racist behaviour can be defined as that causing hurt or distress where the motivation is racial dislike or hatred, or behaviour based on prejudice against any racial group.

Racist behaviour may therefore take a wide variety of forms. It may be physical, written or spoken, involve a large or small number of people, and victims may be from either the minority or majority communities.

Some examples of racist behaviour are:

- Incitement of others to behave in a racist way
- Threatening behaviour against a person or group because of race
- Derogatory name-calling, insults, racist jokes and language
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist materials such as leaflets, comics, magazines or computer software into the workplace
- Using racist comments in the course of discussion
- Ridicule of an individual for cultural or religious differences, e.g. food, music, dress, worship, patterns, etc.
- Refusal to co-operate with others because of their race.

The list above is not exhaustive. Racist behaviour can affect many people – not only those who are the target of the behaviour. Those who witness and even those who subsequently hear about it are also likely to be affected. There may be no apparent direct victim (for example in the case of racist "jokes" in an all-white school or workplace), but such cases must still be addressed in the interest of cultural change and the long-term effect on attitudes and relationships.

All racist incidents should be taken seriously, although they may vary in their degree of hostility. Some incidents may seem trivial, but may still express offensive racist attitudes. These implications need to be explained; even if there is evidence that there is no intention to cause offence.

Similarly, the fact that the victim has not complained about an incident should not be seen as a reason for inaction. Why is it important to respond to racist behaviour? Fiveways School recognises that it is entirely unacceptable for anyone to be subjected to any kind of racist incident.

Fiveways School accepts its commitment to ensuring that incidents are dealt with and to make it clear on a regular basis that racist behaviour of any kind is totally unacceptable, and that no such incident will be allowed to pass without immediate challenge and appropriate action.

Staff are positively encouraged to report all incidents, as even incidents that may be considered "minor" usually indicate that there are issues to be addressed in order to prevent further incidents and make the necessary positive changes. Who should report a racist incident?

Anyone who feels that a racist incident has occurred should report the incident to the Headteacher or Deputy Headteacher.

Dealing with a Racist/Hate crime Incident at Fiveways School

The Headteacher or Deputy Headteacher will;

- Determine the facts by speaking to all concerned.
- Speak to the perpetrator.

- Speak to the victim.
- Speak to perpetrator and victim together. Where possible endeavour to resolve the matter through mediation and apology.
- Decide on an appropriate sanction.
- Speak to the perpetrator's parent / carer.
- Speak to the victim's parent / carer to join up responsibility and offer guidance and support. Parent/carer will be asked to take their child out of school for the duration of the remainder of the day on which the incident took place to reflect.

This does not constitute a formal exclusion.

Reporting a Racist incident at Fiveways School

The Headteacher /Deputy Headteacher will record any 'Racial Incident' on My Concerns. If the incident is of a repeat nature and Fiveways School requires the assistance of more specialist advice/support: The incident will be recorded on the LA'S online reporting system.

Fiveways School will work with the support and guidance of the LA to address the issue.

Contact:

Sari Charity Ltd
PO Box2454
Bristol BS2 2WX
Telephone: 0177 942 0060
<https://saricharity.org.uk/>

Appendix 11 Fiveways School Bullying Incident Report

Any potential bullying incidents should be recorded on My Concerns. The following information must be logged:

- Nature of incident(s) – outline of what happened, where, when, type
- Name of those involved – those bullying, those being bullied, bystanders
- Analysis of seriousness – severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)
- Action(s) taken
- Monitoring – feedback from those involved

All incidents of anti-bullying and how those were managed will provide evidence for the Schools Self-Evaluation Form.

Bullying Incident Records can be used to:

- Manage bullying incidents including ability to reference previous behaviour and monitor effectiveness of actions taken.
- Analyse for patterns, e.g. identifying people/groups, places and times.
- Monitor effectiveness of anti-bullying strategies
- Address complaints made.
- Identify 'vulnerable students' and provide information to help determine nature of support needed, including engagement of external support agencies.
- Provide reports to governors, staff, parents/carers, students and local authorities.

The school will treat any bullying and racism incident very seriously. All bullying and racism incidents need to be recorded on My Concerns and investigated by the Anti-Bullying Officer, DSL, DDSL or a member of Senior Team. In event of racism bullying incident, the school will implement anti-racism action plan.

Academic year	No of bullying incidents reported	No of bullying incident needing intervention from external agencies
2020/2021	0	0
2021/2022	0	0
2022/2023	0	0
2023/2024	0	0

Fiveways School defines bullying as; behaviour which demonstrates intent to cause harm to another person by verbal, physical or social means with an understanding of a real or perceived imbalance in power over another (extremely uncommon with SLD population).

Appendix 12 Positive Behavioural Support Key

Fiveways School follows and adheres to the foundations, virtues and values of Positive Behavioural Support. The key below references how the language / practice of PBS translates to documentation and processes within the school.

PBS Terminology	Fiveways School document
Quality of life / wellbeing P – Positive Emotion E – Engagement R – Positive Relationships M – Meaning A – Accomplishments/Achievements	Annual Review – planning future Learning Support Plan front page, Green strategies, Blue strategies, PLGs – Myself and Others milestones
Functional assessment and formulation for the focus person	Motivational Assessment Scale, Repetitive logs, Incident forms, (appearance, frequency, intensity, duration) Learning Support Plan strategies PLGs - Myself and others milestones
Skills teaching	Learning Support Plan – green strategies PLG’s communication, myself and others
Effective recording	Incident forms – including specific detail of incident antecedent, behaviour and resulting consequence & motivation. Repetitive log – informing of motivation.
Defining behaviour	Policy – “all behaviour is a form of communication”
Environmental based strategies	Learning Support Plan – Individual Green strategies and ‘Proactive Strategies to support me’
Proactive and Reactive Strategies	Learning Support Plan Green – Proactive Amber – Proactive following know trigger Red – Reactive Blue – Reactive