

REGULATIONS AND STANDARDS

PART 2: Spiritual, moral, social and cultural development of pupils

PART 3: Welfare, Health and safety

Reviewed:01/04/17, 17/04/18

Introduction

A variety of other professionals have been involved in producing this policy, including the Clinical Psychology Team (CAMHS) – North Staffordshire, Team Teach and MAPA, who have advised on strategies for managing aggression and potential aggression.

Finally, last but not least, the opinions of children from a selection of special schools have also been sought through School Councils and through intensive whole-school consultation.

Foreword

Children with complex social, emotional, mental health and cognition difficulties require a prodigious amount of skilled input if they are to make any sort of progress in their lives. Discipline can only be achieved through staff commitment to consistency, empathy, and dedication to the creation of a positive emotional atmosphere conducive to learning and personal growth.

This policy is intended to help promote this culture.

Principles

HopedaleSchool has high expectations of behaviour and aspires to offer challenges and opportunities for the school community to meet with success, humour and enjoyment, to promote lifelong learning. We believe that a successful environment is a well-ordered community, where the rights and responsibilities of staff, children, parents/carers and multi-agency professionals, ensures an orderly climate of learning.

Aims

We aim to do this by establishing a positive ethos which:

- Recognises, rewards and celebrates positive behaviour
- Develops behaviour management and modification strategies which challenge negative behaviour in a proactive manner;
- Ensures true pupil ownership.

The ultimate aim of our behaviour policy is to set the standard of behaviour we would like to see across the Hopedalecommunity. It endeavours to make clear the boundaries of what is acceptable, through the promotion of responsibilities which promote systems of **rewards**, and **consequences**,and address poor conduct in a fair and consistent way.

Responsibilities

Safe Body
Positive Mouth
Stay in Zone
Respect property
Follow Instructions
Try best with tasks

Children express their ideas and develop their understanding of responsibilities during regular circle time sessions and through role-play. This information is also included in the Pupil Induction Booklet. Children are consulted further regarding the menu of consequences, enabling a child-led consensus of their application.

Rewards

- Approving look/smile/thumbs-up
- Verbal thanks/congratulations
- Positive behaviour note home
- Congratulatory phone call home
- 'Star of the Week'
- Dining 'Star of the Week'
- Public praise (class/school/concert audience)
- Additional responsibilities
- Tokens (to be added to chart, which can be exchanged for a prize when filled)
- Additional outings
- Special treats
- Additional time on recreational facilities
- Pocket money

Personal Targets

Each child has at least one personal social, emotional or behavioural target. Targets are set by children, parents/carers and staff, and are informed by a social progression framework. These targets are monitored and reviewed 3 times each day by pupils and staff, and for looked after children, are reviewed at each looked after child review and Personal Education Plan meeting. During children's meetings (group discussion), meetings with their designated teacher and therapy sessions, children establish whether they have achieved their target. It is vital that written targets are accompanied by a record of triggers (see behaviour support plans) and suggested approaches for supporting the child.

Display / Visual / Communication Cues

The following are used at Hopedale School:

- Motivational posters and phrases
- Rights and responsibilities cues
- Rewards (on display)
- Visual activity timetable
- Now and Next boards
- Working Towards boards
- TEACCH aids (where appropriate)
- Makaton (where appropriate)
- PECS (where appropriate)

Sanctions/Consequences

When **responsibilities** are not adhered to, a range of consequences may be applied fairly and consistently:

- Reprising look
- Visual reminders
- Verbal reminders
- Start of script (see below)

- Unable to earn part/all of activity/reward time
- Complete tasks
- Target not achieved
- Phone call to parents/carers
- Required to leave a communal space
- Repair damage/clear mess
- Financial contribution towards property damage (from pocket money)
- Police contacted – Hopedale’s approach to education minimises the need for police involvement to deal with challenging behaviour and avoids criminalising children unnecessarily. Hopedale follows procedures and guidance on police involvement, which have been agreed with local police.

28 day notice to end the placement will only be served when all other options have been explored. Only for extreme behaviour, will this be a course of action. We believe that exclusion is not generally an effective behaviour modification strategy and we do not use fixed term exclusion.

Hopedale will ensure that no measure of control or discipline is excessive; the following shall not be used as disciplinary measures on children educated at Hopedale:

- any form of corporal punishment
- any punishment involving the consumption or deprivation of food or drink
- any requirement that a child wear distinctive or inappropriate clothes except when connected with their education, sporting purposes or when attending any organisation whose members customarily wear uniform. A hat in-keeping with school uniform is to be worn should a child come to school with an inappropriate haircut
- the use or withholding of medication or medical or dental treatment
- the imposition of any financial penalty, other than a requirement for the payment of a reasonable sum (which may be by instalments) by way of reparation
- any intimate physical examination of the child
- the withholding of any aids or equipment needed by a disabled child

Any measure which involves

- any child in the imposition of any measure against any other child
- the punishment of a group of children for the behaviour of an individual child
- restrictions with regard to contact or communication with parents, relatives, friends or social workers
- restrictions with regard to a child’s access to any telephone helpline providing counselling for children

Search and Confiscation

Staff have a responsibility to search for, and confiscate, items from persons, which may be dangerous or cause harm. They may search for alcohol, knives and other weapons, controlled drugs, stolen property, pornography, tobacco and fireworks or any other items reasonably believed to be used to cause harm to others or to break a law, for example, phones and cameras. Any search will take place by a member of the senior leadership team in the presence of another staff member and will be carried out in a dignified fashion wherever practicable.

Recording Information

The degree to which children have carried-out their responsibilities, completed their tasks and achieved their personal target, is recorded three times each day. This information is collated at the end of each week, and entered into a computerized **data analysis system**. Children should be fully involved in this recording. The weekly children’s meeting and class meeting (group discussion) is used as a celebration of

success. The Principal facilitates a termly data analysis session, with their staff team and therapist, in order to determine progress and identify children who need specific additional support. This information is also used to ensure that personal targets are challenging, yet achievable. The Principal ensures analysis of behaviour during daily staff de-brief sessions, and monitors data weekly on an informal basis and termly on a formal basis.

Hopedale Incident Record (Appendix 1), is to be completed in the following circumstances (if a Physical Intervention Record is not completed):

- Physical abuse to peers, attempted physical abuse to staff, actual physical abuse to staff, damage to property, theft, all forms of discrimination, bullying, dangerous behaviour in a vehicle, absconding
- Use of a low-level MAPA hold

The Hopedale incident record is based on the behaviourist theory of Antecedent, Behaviour and Consequence. This document provides a record of significant behaviours and the consequences applied. The information collected, is entered into a second, computerized data analysis system, which generates reports for the Senior Leadership Team. This alerts the Senior Leadership Team to patterns of negative behaviour, enables a study of antecedents, and is a useful way of monitoring the consistent application of consequences. Children needing additional support are identified and an action plan is established.

The Use of Physical Intervention

It is important to remember that children at Hopedale School have complex social, emotional and mental health difficulties, and that under certain circumstances they do not manage their own behaviour effectively or safely. The use of physical intervention may, therefore, on occasions, be necessary in order to prevent the following:

- injuring themselves or others
- significantly damaging property
- negatively affecting the good order and discipline of the school

Hopedale is a Registered Special School and The 2011 Education Act clarifies that staff may also use “reasonable force” to prevent children from acting in a way that is counter to maintaining good order and discipline at the school or committing a criminal offence. The DFE guidance (Use of Reasonable Force in Schools, July 2013) has also been fully taking into account

The above do not just apply to Hopedale School, but also when staff have “lawful control or charge of the child”, for example, on an outing.

Please note: There is no legal definition of “reasonable force”. Reasonable force can only be determined in the circumstances of the particular incident, and the degree to which force employed is proportionate to the consequences of the challenging behaviour it is intended to prevent.

The following points relate to physical intervention by staff working with children who display extreme behaviour:

- The use of force should, wherever possible be avoided
- There are occasions when the use of force is appropriate, but this should be proportionate and no more than necessary
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned
- Under no circumstances should force be threatened or used as a punishment
- Staff must seek to avoid doing anything that might reasonably be expected to cause injury or in touching or holding a child in a way that might be considered indecent

Hopedale School has adopted the MAPA approach which promotes a gradual and graded response from least intrusive to more restrictive interventions. All except the most recently appointed staff are trained, follow a bi-annual programme in MAPA skills, and are expected to be able to apply these skills should the situation arise. New staff are trained as quickly as is practicable. Every instance of physical intervention is reviewed with colleagues, in order to determine whether or not it could have been avoided and whether the techniques used were appropriate. Staff will do all that is reasonably possible to maintain a MAPA hold, where this is deemed appropriate, however, in some circumstances, a floor-hold may be the safest approach. An agreed method (a Team Teach method) will be used where necessary and will be included in the behaviour plan of any pupil for whom this may be required.

Acceptable Physical Intervention

The training provided for staff is BILD approved. Although only those principles and interventions covered in the training are considered acceptable for general use, each situation must be risk assessed accordingly, in order to maintain the safety of all involved.

Training on physical intervention given to staff includes sections on the background, theory and rationale behind the MAPA approach. Conflict resolution, de-escalation and other behaviour strategies are taught as part of the MAPA process.

Any physical interventions used take account of age, cultural background, gender, stature and medical history of the child involved.

Reporting and Recording incidents

Physical Intervention Records must be completed following the use of any safe-hold.

Reporting and monitoring is of paramount importance for a number of reasons:

- the protection of staff and children, in the event of allegations
- it provides a record of the number/nature of incidents so patterns can quickly be seen, and strategies for improvement can be formed
- it provides a record of any injuries received by children or staff

Following the use of any MAPA hold, the following actions are required:

1. Complete a Physical Intervention Record (Appendix 2) as soon as is practicable (but certainly within 6 hours), with a Body Map diagram if injuries to any party have occurred
2. Pass the records to the main office, where nominated staff will record the event in the “**Bound Book**” and scan the document onto the computer as a protected pdf file within one working day of the incident
3. Complete the reflective log, within 48 to 72 hours of the incident, to help repair the situation and rebuild relationships
4. Reflect upon the incident, as a team, during the next de-brief session

Hopedale Incident Records and safe hold data are audited regularly, analysed, and reported to the Responsible Individual and Directors. Any substantial rise in recorded incidents will be regarded as a significant cause for concern and will trigger a review of practice and the need to improve/change strategies.

Physical Intervention is never seen in isolation. Its use is dependent upon professional risk assessment, and should always be seen as a last resort, when attempting to prevent injury or significant property damage. Other de-escalating techniques should always be applied to any potentially volatile situation, and the preferred option is to follow the “scripted” intervention approach (appendix 1) favoured by many professionals involved with behaviour modification.

The Use of ICT

HopedaleSchool has developed a set of guidelines for computer use, including the use of the internet. These guidelines are made available to, and signed by, all children, and kept under review. All members of staff are responsible for explaining to children the rules and their implications. All members of staff need to be aware of possible misuses of on-line access, and their responsibilities towards children.

Guidelines

- Children are responsible for good behaviour on the internet
- Staff may review files and communications stored in user areas, to ensure that users are using the system responsibly. Users should not expect that files stored on servers or disks are always private.
- The internet is provided for children to conduct research and communicate with others. Parents' and/or Social Worker permission is required. Access is a privilege, not a right, and access requires responsibility.
- Individual users of the internet are responsible for their behaviour and communications across the network. Users are expected to comply with Hopedalestandards and to honour the agreements they have signed.
- Pupils are consistently supervised during use of the internet.

Rules

- Always log onto the network using your own username, and never tell anyone your password.
- Always quit from programs properly and log off the network.

The following are not permitted, especially when using the internet:

- Searching for, downloading, sending or displaying offensive messages or images
- Using bad language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using others' passwords
- Trespassing in others' folders, work or files
- Intentionally wasting limited resources (such as printers)

E-Mail (child speak)

- I will only e-mail people who I know staff have approved.
- I will only send messages which are polite and responsible.
- I will not give my home address or telephone number, or arrange to meet someone, unless my parent/carer or social worker has given permission.

Sanctions

Breaking the above rules will result in a temporary or permanent ban on computer or internet use.

Appendices

1. Suggested Script
2. Hopedale Incident Record
3. Physical Intervention Record
4. Post Physical Intervention Procedure
5. Individual Behaviour Support Plan

Suggested script to be used with children

This is also available as a series of visual cues.

ASK

Name of child.....

You are not carrying-out your responsibility onplease stop and think about what you should do ...

Please take this opportunity to make the right choice and do.....
(Combined with visual reminder – where appropriate)

Thank you

Take-up time

SAY

Name.....

You are still not carrying-out your responsibility on.....

Think about what you should do – you have the chance to make the right choices and behave appropriately by.....This would be a good thing for you to do because...

...or you can make the wrong choice which will lead to consequences....which are.....(make sure that the consequence is appropriate and deliverable)

Please make the right choice.
Give visual cue where appropriate

Thank you

Take-up time

DO

Name.....

We have gone through what we expect from you. We will help you to make the right choice by guiding you to.....making the right choice will lead to reward.....

Making the wrong choice will lead to consequence....

Right choice – thank you for making the right choice...? (be mindful that this phrase may make some feel as if they are losing face)

Wrong choice – confirm with child that they have decided to make the wrong choice, deliver action as a consequence.....express regret that they have made a wrong choice.

Landing consequences without Confrontation

- As you 'land' the consequence refer immediately to previous appropriate behaviour as a model
- Challenge negative internal monologue e.g. 'You can do this, you are intelligent and a good person'
- Thank the child for listening
- Position yourself lower than eye level or side on if you are standing (if safe to do so); don't demand sustained eye contact
- Use a soft, disappointed tone
- Plan what you are going to say, test and rehearse linguistic patterns that work for you and your children
- Remind yourself that the sanction is a consequence, not a personal retribution
- Disconnect the consequence from your emotional state
- Have a gentle 'out-line' prepared (where possible)
- If the conversation is becoming unproductive use:
 - I am stopping this conversation now.
 - I am going to walk away/stop talking now and give you a chance to think about the choices that you make.
 - I know that when I come back/talk to you again we can have a polite, productive conversation.
- Emphasis should be on using the language of choice and following through with consequences

Amendment to risk assessment required?	
Staff Signatures:	Date:

Hopedale Physical Intervention Record

Name:		Date:		Time:			
Specific Location:		Key staff involved:		Number of other Children involved: 0			
				Male		Female	
Please underline any behaviour exhibited before or during the safe-hold (for data analysis)							
Physical abuse to staff	S-P	Racial abuse	R	Learning disruption (ed only)		LD	
Physical abuse to peers	P-P	Absconsion	A	Non-compliance		NC	
Bullying of staff	S-B	Dangerous behaviour	D	Substance misuse		SM	
Bullying of peers	P-B	Theft	T	Self-Harm		SH	
Sexualised behaviour	S	Vandalism	V	Attention seeking		AS	
Other	O						
Antecedent: (please include any obvious, immediate or long term underlying triggers)							
Event Summary (up to the point physical intervention took place).							
Details of any methods used to avoid the need to use physical intervention (please underline):							
Verbal advice & support Options offered Quiet time offered Reassurance Success reminders Staff changeover		Diversion Planned ignoring Step away Appropriate humour Take up time Choices reminder		Calm script Contingent touch Consequences reminder Persuasion Praise Other			
Justification for Physical Intervention							
Potential injury to self	Potential injury to others		Significant damage to property		Disruption of learning (school only)		
Amendments to risk assessment or behaviour plan (please detail)							
Circle/highlight MAPA hold used:							
Medium level hold in a standing position	Medium level hold in a seated position	Medium level hold for a smaller child 1st	High level hold in a standing position eg single / double elbow	High level hold in a seated position eg single / double elbow 2nd	High level hold for a smaller child	Other medium	Other High
Description of Safe Hold:							
Staff Observations:							
Duration of Intervention:							
Did the incident result in injury to the child or staff? (please underline)				Has the injury been recorded in the accident book? Yes / No			
YES/NO	Staff		Child				
Was the intervention effective (if not what can be changed next time?)							
Description of de-escalation, calming process and release of hold							
Child Reflection and safe and well check (ensure this is completed before handing in)						Staff Reflection	

What happened? Why were you held? How do you feel now? Could you have dealt with the issue in a different way? How can we help each other to move forward? Have you sustained any injuries?	How could you have acted differently? Have you discussed and reflected upon the safe-hold with your colleagues?
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Consequences (if applicable)(please underline and record in consequences book, ensuring you assess the effectiveness)

Target not achieved (C-T) Full activity time not earned (C-A) Complete unfinished task (C-U) Repair/damage/clear mess (C-R) Early Bedtime (C-EB) Required to leave communal area (C-L)	Confiscation (C-C) Vehicle Ban (C-V) Loss of Trip (C-L) Computer Ban (C-CB) TV Removal (C-TV) Reflection Session (C-R) (To be attached and filed later)	Suspended Spends (C-S) Home/Social worker communication (C-H) Financial contribution to property damage (C-F) Police contacted (C-P) 28 days notice served (C-N) Other (C-O)
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Signatures – after being discussed with, and agreed by, all parties involved:

Child	Signature	Date	Refused	Reason for refusal (if given)	
Staff Directly involved	Signature	Date	Staff Directly involved	Signature	Date
Staff Directly involved	Signature	Date	Witness	Signature	Date
Senior Manager	Signature	Date	Senior well-being check		
			Child	Staff	

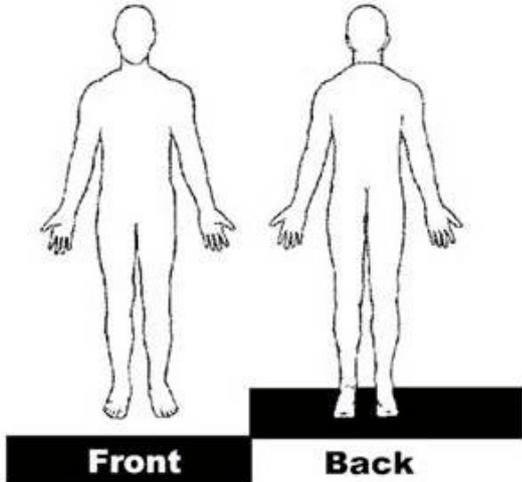
Senior Manager's Comments:

Has the intervention been logged in the bound book? YES/NO Has the Responsible Individual been informed? YES/NO

Safe and well check child

Incident/immediately post incident check	1 hour check	24 hour check
Details of check	Details of check	Details of check
Name:	Name:	Name:
Signature:	Signature:	Signature:
Body Map		
Detail of any injuries, (please mark on the body map)		

Accident record number	
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Injury to staff		
Staff Name	Signature	Senior management signature
Body Map		
Detail of any injuries, (please mark on the body map)		
Injuries incurred during a restraint are not generally considered to be an accident, therefore accident forms are not required but injuries will be monitored closely.		

Notified parties				
	Parent/Carer	Local Authority (SW)	HMCI	Other (please specify)
Date				
How was notification made?				

Post Physical Intervention Procedure

Please Tick on Completion

- 1) Complete Physical Intervention Record (including Body Map if required)
- 2) Hand record to the main office
- 3) Principal or Head of School comments on the intervention, record intervention in the Bound Book and send it to the relevant people e.g. responsible individual, social worker
- 4) Office Manager scans report into computer and saves it as a protected pdf file
- 5) Office Manager files reports in designated folder
- 6) Discuss and analyse the event, with team, during de-brief at the end of day (*pro-forma* below can be used to direct discussion)
- 7) Parent/Carer/Social Worker is informed that a physical intervention has been required

STAFF REFLECTIVE LOG

Name:

Date:

Why was a safe hold required?

How did you feel about holding?

How do you feel now?

Could the situation have been handled differently?

Where do we go from here?
(Use staff/child reflective log here)

Individual Behaviour Support Plan

Name:

Date:

	Behaviour	Suggested Strategies
Baseline		
Trigger		
Escalation		
Crisis		
De-escalation		
Post Incident		