

Behaviour for Learning Policy

From little rivers mighty oceans grow

Riverbank Academy is an outstanding broad-spectrum special school for students aged 11-19 within the Sidney Stringer Multi-Academy Trust.

Our safeguarding ethos is “beyond compliance”. There is an absolute commitment at Riverbank to educate and safeguard all our students particularly in e-safety. We offer a fully inclusive environment and ensure everyone feels safe and happy irrespective of gender, disability, ethnicity and social, cultural or religious background. This is particularly relevant for our students with ASC where the school’s environment, staffing structure, assessment model and curriculum is tailored to meet individual needs. With this in mind, we do not have one curriculum model, we have 158 curriculums that are designed around each individual.

Through our policies and practice we aim to help all Riverbank students uphold the schools core values of being Motivated, Creative and Caring.

Date: June 2017

Review: June 2019

PRINCIPLES

The governors and staff at Riverbank Academy believe that every student has the right to learn in a calm, safe and caring environment. We strive to ensure that all students have gained in their social and emotional skills in order that they be successful in their next stage of education and life. All staff and students are expected to adopt and apply our Three Core Values which were introduced in May 2015 following student and staff consultation.

Our Values are: Creativity Motivation Caring

The core values define how we expect staff and students to conduct themselves on a day to day basis and act as a guide to promote and reward desirable behaviour. The core values and what they mean in practice are actively taught and acknowledged by all staff and are directly linked to the school's reward and consequence system.

We believe that behaviour is the way we act and respond to people and situations we find ourselves in and understand that many young people need some support and guidance to develop acceptable responses to situations they may find difficult. With these values in mind, we strive to ensure that our students are able to become successful learners, confident individuals and responsible citizens.

AIMS

- The specific aims of this policy are:
- To promote the emotional well-being of students
- To help students become good citizens
- To create an environment where effective learning can take place
- It is part of our job, in partnership with parents/carers to help students to develop the skills and understanding to:
- develop respect for themselves, others (including respecting similarities and differences) & their environments
- develop positive attitudes & aspire to meet and exceed targets
- understand their own rights and responsibilities and that of others
- show compassion and understanding towards others
- manage their own feelings and be sensitive to those of others
- Understand that they play a vital role within their local community
- become good citizens
- To achieve this staff should act as positive role models and demonstrate the core values by:
- Consistently providing the best care possible for them as individuals
- Communicating with them respectfully, by name and with language they understand
- Encouraging students to participate fully in learning and the life of the school
- Offering honesty, commitment and enthusiasm in their everyday duties
- Ensuring lessons are well prepared, engaging and consistently challenging
- Being punctual and arriving on time
- Utilising total communication techniques to reach all within the school community
- Modelling professionalism in all that they do

Staff are expected to be aware of:

- The fact that our students exhibit SEN behaviours
- The 10 Core standards, produced for either Teaching Staff or Learning Support Assistants
- The requirement for differentiation
- The need for empathy and at times; considerable patience with students
- The need to celebrate achievement and recognise progress, however small the steps
- The value and impact of praise and the contributing factor towards positive relationships
- The need to create a well ordered, inclusive, pleasant & caring working environment for all
- Student Passports, Individual Behaviour Plans and Risk Assessments for our students
- The expected stages of classroom management
- Team Teach Training reminds us that 95% of our de-escalation techniques are verbal

Students should:

- Be ready to comply with all reasonable requests made by staff
- Respectful to all students & staff and being taught to avoid aggressive behaviour
- Speak appropriately at all times avoiding offensive language
- Be punctual
- Encourages to be honest
- Place learning at the centre of all they do
- Show care towards themselves and others
- Understand what is meant by bullying and how to report it if they or a friend are a victim
- Strive towards accessing the rewards available

Students are expected to be aware of:

- Our 3 Core Values and what they mean
- The needs of others
- The need to accept responsibility for their own actions & be reflective

Parents /Carers are expected to:

- Honour the home school agreement
- Be responsible for encouraging their children to recognise the importance of learning
- Engage with the school and support our behaviour management systems
- Attend meetings as required
- Be aware of our 3 Core Values and what these mean

HOW WILL WE ACHIEVE OUR AIMS?

We endeavour to achieve the aims of this policy through the following core elements

1. Our Curriculum
2. Our Core Values
3. Support Strategies and systems
4. Rewards and Sanctions
5. Clear roles and responsibilities
6. Through the PSHCE curriculum students focus on the following themes: (See appendix 1)
 - Vote Now!...Democracy and the law
 - Me and my friends
 - Me and my life
 - Decisions and consequences
 - Human Rights
 - Me and my family
 - Me and my community
 - Sex and Relationships
 - Personal Safety
 - Emotional well-being
 - Refugees and migrants
 - Rights and responsibilities
 - Identities and diversity

Students revisit these themes at the appropriate level as they move through the school. In this way they will be supported in developing a deeper understanding and awareness of themselves and their relationships with others.

Tutor time allows for “reflection time” and the assembly of the week will often contain a specific theme or message that can be dissected within the tutor group, with the opportunity to reflect and put into practice.

ALL students follow either the ASDAN or D of E Award programme which allows for students to undertake work that contributes to a better understanding of their local community, developing their citizenship skills and abilities to work well with others.

Our Core Values:

Our 3 core values are at the heart of our ethos and what we aim to achieve. They act as a guide for the whole school community and can be found proudly displayed within all of our classroom environments. Students are able to acquire points within every lesson which contribute towards opportunities for prizes at the end of each term. Points can be awarded for meeting our core values. Post cards are available to send home to parents and each card reflects the key characteristics of each of the core values. Trophies have been introduced to recognise those students who achieve highly in each value and these are presented every term. The Core Values are very important to us as an institution and govern how we approach and manage behaviour in the academy. All classrooms show clearly the link between core values, rewards and sanctions through an A3 poster.

Support Strategies

Pastoral Team

The role of the pastoral team is to support the management of behaviour throughout the school by supporting staff when difficulties arise.

- Pastoral staff support with the issuing of uniform for students and the recording on SIMS of incorrect cases.
- When poor behaviour is shown, strategies that meet the needs of the whole child are investigated and these can be discussed through behaviour and attendance meetings. Issues of safeguarding are also considered at this point as appropriate.
- Alternative timetables are considered and constructed as appropriate to support in the engagement of individual students.

Student Support Plans

These are available for all students and contained within their teaching classrooms. Particularly useful for new staff, though with a need to update regularly for all staff, they provide a valuable insight into the likes, dislikes and potential triggers for our students.

Risk Assessments

Constructed for students whose behaviour has been shown to offer concern where another member of the school community may come to some harm. These are written by the form tutor and may have been produced as a result of a serious incident. Following the production of a risk assessment it may then be necessary to go towards the production of a behaviour plan.

Positive Handling and Intervention Plan (PHIP)

An Individual Behaviour Plan is a school-based intervention to help individual pupils to manage their behaviour. Students who are likely to find the expectations of this policy difficult to meet on a day to day basis, or are likely to require physical intervention, will have an IBP. This will be drawn up through discussion with the class teacher, learning support assistant and pastoral staff in conjunction with the SENCO and Deputy Head Teacher responsible for behaviour.

All staff have the responsibility for ensuring that they know the content of (or where to access) student passports, individual behaviour plans or risk assessments in order to maintain a consistent approach in managing behaviour. The management of students with an IBP may be differentiated when applying rewards and sanctions.

Multi-agency Working

At Riverbank Academy, we liaise with our Community Support Officers, The Children's Disability Team, Occupational Therapist, The Prevention Through Learning Team, Children and Mental Health Service (CAHMS), Educational Psychologist, Reach/Vibes, Compass, The Youth Service and other professionals to support and develop good behaviour in our students. A number of staff are trained to complete a Common Assessment Framework (CAF) to support students who may benefit from a multi-agency approach. We have

Intervention / Restorative room

Designed to reengage students with their learning in either 1:1 or small group scenarios, the restorative room allows for learning to be maintained whilst focusing on the barriers that are preventing this from taking place. Work is performed on areas that include the management of emotions, self-esteem, racist incidents and bullying with the idea to reequip students with the skills necessary to remain responsible in the classroom. When conflict has occurred between two or more students, the room provides a space and opportunity to practice restorative justice techniques to bring harmony and resolution to an incident.

On Call

Riverbank Academy ensures that every lesson is covered by a member of staff with the responsibility to be “on call” for incidents around the school community. Equipped with walkie-talkie and clipboard, the opportunity is taken to walk the site and pop into classrooms to remain a visible presence, offer support, develop positive relationships and capture students achieving. When required, they may be asked to support a member of staff with a difficult student. Their aim is to get that student back into lesson and support in the relationship between the staff member and student. All incidents will be recorded on SIMS and logged on the clipboard. Detentions at lunchtime are designed to support any outcomes of negative behaviour.

Behaviour Panel Meetings

With our community police officer in attendance, the Head Teacher and DHT will invite students of concern with their parents to discuss recent issues of concern formally and make recommendations.

Behaviour and Attendance Meetings

The Deputy Head Teacher for Behaviour, SENCO and Pastoral Staff meet regularly to discuss students of concern that week. The concept is to support a discussion that provides a holistic view of the student and seeks to identify any links between behaviour, attendance and additional external issues that may be affecting the student. The use of data from SIMS allows us to analyse those students of concern and put in place strategies to address these.

Rewards and Sanctions

The principles around effective behaviour management are to seek to model, identify, reinforce and reward good behaviours within the academy. By contrast, we would not be seeking to reward or encourage undesirable behaviour.

If sanctions need to be applied, they must be immediate and seen through to the conclusion. They must also be fairly and consistently applied, proportionate and appropriate to the student’s needs and level of understanding. The lists that follow are presented in hierarchical format.

Rewards

- Verbal praise
- Written comments on work / in student planner
- Reward points which can be exchanged for a prizes at the end of each term
- Stickers on work/clothing
- Marking work – positive comments
- Showing work to other staff including the senior team – compliments slips
- Displaying pupils work
- Praise postcards home

- Recognition in assembly
- Phone calls home
- Nominations for end of year awards

Sanctions

- Verbal rebuke
- Reduced reward points
- Payback time notified
- Task repetition
- Time out
- Comment in student planner
- Detention within the school day
- Contact with parents/letters home
- Detention outside the school day
- Meeting with parents
- Fixed term exclusion
- Curriculum modification

Sanctions must reflect a structured hierarchical response both in terms of the sanction used and the level of staff involved. Wherever possible the sanction should match the offence. Therefore, in discussion with the student:

- Check they understand what he/she is in trouble for by asking
- Establish he/she knows that the behaviour was unacceptable
- Explore the effect the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Problem solve / identify support
- Ensure students are aware that incidents will be shared with parents

Exclusions

- Fixed term or permanent exclusions may be used for the following incidents:
- Drug related incidents
- Bringing weapons into school, or using a weapon at school
- Serious physical assault or persistent threat of violence
- Criminal damage
- Persistent absconding – parents and police will always be notified after twenty minutes if a student has absconded and not returned; if they cannot be contacted immediately they will be contacted at the first available opportunity. If any student considered to be at risk is seen absconding and leaving the school grounds, parents and police will be alerted immediately
- Established deliberate assault of a member of the school community
- Persistent refusal to abide by the rules of the school

Any serious incident will be recorded by the member of staff concerned on our Pink Serious Incidents sheets and a copy will be held in the student's file. SIMS will also require a clear entry. Where positive handling has taken place, the bound and numbered book will also be completed that same day and this is stored in the Internal Isolation Room with the student services manager. Guidance and support on the completion of this is available. Whilst all staff that have daily contact

with our students have a minimum of 1xday Team Teach training, there is further clarification in the Control and Restraint Policy (See MAT Website)

Bullying (including cyber bullying)

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy, whether it is in the Academy or on off-site activities. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING Academy. This means that anyone who knows that bullying is happening is expected to tell the staff. All members of the Academy, staff, students and parents should have an understanding of what bullying is and what the Academy's procedures are for responding to bullying. As an Academy we take bullying seriously. Students and parents should be assured that we do not tolerate bullying and that they will be supported when bullying is reported.

Through a clear timely focus on bullying, the school community will be reminded about what this looks like and preventative strategies to use. All students sign up to an anti-bullying class charter.

Roles & Responsibilities

The management of behaviour is a whole school responsibility and requires a clear, consistent and calm approach by everyone. However, staff should be aware of their individual responsibilities.

Form Tutor

- The role of the form tutor is very important in setting the standard for the class at the start of each day by his or her general management and expectations:
- Issues with uniform should be checked and managed in the first instance by the form tutor
- Attendance should be monitored and targets set every week
- It is the form tutors responsibility to ensure that the students leave their registration fit for learning each day and that they remain the primary communication method for school related incidents between home and school.

Learning Support Assistant

The LSA has the advantage of being able to offer a role different to that of the teacher. This often leads to a difference in the relationship in which the student may often confide / explain / open up to the LSA though not the teacher. The LSA should:

- Look to support the teacher in any decisions that are made concerning the student
- Support the teacher in identifying additional opportunities for rewards and where necessary sanctions by being the additional "eyes and ears within the room."
- Uphold the values and expectations outside of the classroom, in particular during duty periods.

Assistant Head Teacher

- The AHT is responsible for the day-to-day management of the policy and associated systems. They will ensure that:
- There are positive strategies and procedures in place to support staff and students with behaviour
- Support staff with training opportunities to ensure that they contribute positively and with consistency

- The Head Teacher is aware of incidents and students of concern through daily briefings
- The SLT are updated strategically with a half termly Behaviour Report
- Head Teacher
- Carries overall responsibility for ensuring the effectiveness of the Behaviour Policy
- Ensures that the school community adopt the responsibility of working to meet the aims stated
- Is responsible for the decision to exclude a student
- Governors
- The governors have overall responsibility for monitoring the effectiveness of the Behaviour Policy
- Additional
- Staff, parents and pupils have a collective responsibility to work to ensure that the stated aims are met
- Parents are responsible for encouraging their children to recognise the importance of education and learning

At Riverbank Academy we work towards rewarding achievement and good behaviour and teaching students strategies to manage inappropriate responses to situations and people. Therefore there is a significant focus on praise and rewards. At the end of each lesson teachers review every students' behaviour and achievement awarding one reward point for demonstrating appropriate behaviour and one for achievement or work.

It may be appropriate to provide support for the student such as mentoring or a referral to an outside agency.

Riverbank Academy Care and Control (incorporating Physical Restraint):

'The Use of Positive Handling to Manage Physically Challenging Behaviour'

Legal Framework

This policy was developed in response to the School and Inspections Act 2006 section 93 which reinforces previous guidance. It also takes notice of guidance from the following: Department For Education (DFE), Department of Health (DoH) and Coventry Local Authority.

Positive handling should be limited to emergency situations and used only in the last resort when all other strategies that do not employ force have been tried and proved unsuccessful, or in an emergency situation and used by staff trained in Team Teach.

The policy must be read in conjunction with other school policies relating to interaction between adults and pupils.

The policy is designed to provide support to all teaching and support staff who come into contact with pupils and for volunteers to explain the school's arrangements for care and control. Its contents are available to parents and pupils. This statement includes information on the use of reasonable force to control or restrain pupils DFE 2013

Purpose of Policy

Positive personal and professional relationships between staff and pupils are vital to ensure appropriate behaviour in our school. It is recognised that the majority of pupils in our school respond positively to care and support practised by staff and ensures the well-being and safety of all pupils and staff in Riverbank School. However, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required to protect pupils whose challenging behaviour is unpredictable from harming themselves or others. Riverbank acknowledges that positive management is only part of our school's approach to behaviour management.

Our policy on the use of Positive Handling is part of our overall pastoral care procedures and closely related to our policies on managing pupil behaviour.

The aims of this policy are to:

- Protect every person in the school community from harm
- Protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- Provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with potentially harmful situations Use the minimum degree of force necessary to accomplish positive handling
- Give support to staff who have been assaulted from pupil or others

Maintain accurate records of incidents where positive handling has been employed will be made to ensure that all staff in this school:

- clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary, moreover, are provided with appropriate training to deal with these difficult situations.

Implications of the Policy

The Education and Inspectors Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- Self – injuring
- Causing injury to others
- Committing a criminal offence

Individual members of staff cannot be required to use physical intervention. However, teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical intervention places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a

responsibility to follow the policy and to seek alternative strategies wherever possible to prevent the need for physical intervention.

'Reasonable force,' will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions of Positive Handling (Reasonable Force)

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Riverbank School:

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property;

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual and the nature of the harm they might cause.

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils, and to support their access to the curriculum.

2. Physical Intervention

May be used to divert a pupil from a destructive action, e.g. guiding or leading a pupil by the arm or shoulder where the pupil is compliant

3. Physical Control/Restraint

Will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. The proper use of Positive Handling requires the skill and judgement, as well as knowledge of non-harmful methods of restraining

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control /restraint.

Why Use Restraint

Positive Handling should avert danger by preventing or deflecting a pupil's action or by removing a physical object, which could be used to harm him / herself or others. Positive Handling skillfully applied may be eased as the pupil calms down in response to the physical contact. It is only likely to be needed if a pupil appears to be unable to exercise self- control of emotions and behaviour.

Underpinning values

Everyone attending or working in this school has right to:

- Recognition of their unique identity
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse 12

Pupils attending this school and their parents have a right to:

- Individual consideration of pupil needs by the staff who have responsibility for their care and protection
- Expect staff to undertake their duties and responsibilities by the school's policies
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- Be informed about the school's complaints procedure

All pupils at Riverbank have a range of learning difficulties, from profound to moderate. The school ensures, through a carefully planned curriculum and routines, encouraging pupils to understand the need for, and respond to, clearly defined limits; this governs behaviour in the school,

Parents should have committed themselves to the Home-School Agreement to ensure the good behaviour of their child and that he/she understands and follows the School Policy on Positive Behaviour through carefully structured teaching and learning environments.

Authorised staff, who may use Restrictive Physical Interventions and When?

In this school only teachers and classroom support staff, who have undergone Team Teach training are authorised to use reasonable force within the context of The Education and Inspections Act 2006 'The use of Reasonable Force to Control and restrain pupils'.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last.

The Headteacher will maintain a list of those who have been authorised and training which has been provided.

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

Support Services will have their own policies for Care and Control of pupils but all staff will, while on school premises, be expected to be aware of and operate within the policy of this school.

Training

In consultation with governors, staff and the LA, the school is committed to using 'Team Teach' providing this organisation continue to adopt the British Institute of Learning Difficulties (BILD) Code of Practice on physical intervention

Training for all staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Before the provision of training, guidance will be given on any action to be taken. Arrangements will be made clear as part of the induction of staff, and training will be provided as part of on-going staff development.

Riverbank School acknowledges that physical techniques are only a part of a whole school approach to positive behaviour management. Training on behaviour management and related issues, i.e. curriculum development, communication strategies and manual handling will be ongoing.

Staff should be aware that whilst the Physical techniques used can reduce risk there is also risk when two or more people engage to use force to protect, release or restrain. Procedures will also be put in

place to ensure that appropriate support is provided for staff, and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They should also provide a gradual, graded system of response. At Riverbank, where appropriate, multi-agency collaboration will inform the management of challenging behaviour.

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is

our intention to plan how to respond if the situation arises. Such planning needs to address:

- Managing the pupil (e.g. restrictive strategies to de-escalate a conflict, manual handling procedures)
- Involving the parents to ensure that they are clear about the specific action the school might need to take
- Briefing staff to ensure they know what action they should be taking (this may identify a need for training or guidance)
- Ensuring that additional support can be summoned if appropriate.

Risk Assessments need to be completed against each child when physical restraint may need to be used in the context of the identified target behaviour(s) and environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed.

The school's respect for the rights of the individual takes into consideration the context of the Human Rights Act (1998) The United Nations Convention on the Rights of the Child (1991) and the Disability Discrimination Act 1995 It is always unlawful to use force as a punishment (section 548 of the Education Act 1996)

Strategies for dealing with challenging behaviour

As endorsed in the Positive Behaviour Policy, staff will consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens staff need to be aware of the strategies and techniques for dealing with difficult pupils and the steps that can take to defuse and calm a situation. Some or all of the following approaches should be taken according to the circumstances of the incident and in association with the Education and Inspectors Act 2006 Section 93:

Where appropriate, follow procedures set out in a Behavior Support Plan (PHIP)

Appropriate use of 'Total Communication' will in all incidents be used to acknowledge

- unacceptable behaviour with a request for the pupil to refrain (this includes negotiation, care and concern)
- a simple explanation of the intention to intervene physically and that this will cease when the
- pupil complies – if possible summon assistance - follow school support systems: a designated
- member of staff to be called if an incident relates to a particular pupil.
- this will not mean waiting to take action if the need for action is urgent. However, they should always be
- involved in post-incident follow-up,
- Physical intervention – reasonable force being used to prevent a pupil harming him/herself, others or property.

Situations which may require restrictive physical intervention

As part of their training, staff will be taught how to recognise the early stages of a behavioural sequence that is likely to develop into violence or aggression and how to employ 'diffusion' techniques to avert any further escalation. They will also be taught how to intervene safely.

The distinction between:

Seclusion where a pupil is forced to spend time alone against their will. Time out which involves

restricting a pupil's access to all positive reinforcements as part of a behaviour programme

Withdrawal which involves removing a pupil from a situation which causes anxiety or distress to a location where continuous observation and support can be given until a return to normal activities can be made;

Types of Incidents

The incidents described in The Education and Inspectors Act 2006, The Use of Reasonable Force to Control and Restrain Pupils, fall into three broad categories:-

Where action is necessary in self-defence or because there is an imminent risk of injury. Where there is a developing risk of injury, or significant damage to property. Where a pupil is behaving in a way that comprises good order or discipline.

Examples of situations that falls within one of the first two categories, are: A pupil attacks another pupil or member of staff Pupils are fighting A pupil is engaged in, or is on the verge of committing, deliberate damage to property A pupil is running in a way that he/she might have, or cause an accident likely to injure him/herself, or others

Examples of situations that fall into the third category are: A pupil persistently refuses to obey an order to leave a classroom A pupil is behaving in a way that is seriously disrupting a lesson

The use of any degree of force can only be deemed reasonable if:

It is warranted by the particular circumstances of the incident; It is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent; It is carried out as

the minimum to achieve the desired result; The age, understanding and gender of the pupil are taken into account; It is likely to achieve the desired result.

Strategies for preventing the occurrence of behaviours that triggers the use of physical intervention;

Strategies for 'de-escalation' or 'diffusion' which can avert the need for a physical intervention;

Procedures for post-incident support and de-briefing for staff, pupils and parents;

The concept of 'reasonable force' where 'reasonableness' is determined with reference to all the circumstances, including:

the seriousness of the incident the relative risks arising from using a physical intervention compared with using other strategies the age, cultural background, gender, stature and medical history of the pupil concerned the application of gradually increasing or decreasing levels of force in response to the pupil's behaviour;

This will include:

This form of physical intervention may involve staff:

Physically interposing themselves between pupils Blocking a pupil's path Escorting a pupil
Shepherding a pupil away.

In extreme circumstances, trained staff may need to use more restrictive holds (Team Teach techniques). Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep talking to the pupil or make use of non-verbal strategies that are known and familiar to the pupil.

Wherever possible assistance will be sought from another member of staff. Positive Handling at Riverbank is seen as a proactive response to meet individual pupil needs and any such measures will be the most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

Risk assessment

Although many of the pupils at Riverbank, will never require any form of Positive Handling, staff may have to deal with pupils who exhibit disturbed and challenging behaviour. It will, therefore, be necessary to carry out risk assessments. In planned physical interventions (where incidents are foreseeable) a risk assessment can be planned. In unforeseen circumstances, the use of force will always be reasonable. We will attempt to reduce the risk by managing

The environment The way we talk The way we act Body Language

Recording

Where physical intervention has been used to manage a pupil, a record of the incident must be kept. Where physical control or restraint is used, a record of the incident must be kept.

This record should be made in the school Team Teach book. This is a bound book, with numbered pages, retained by the Headteacher, containing a brief reference to the detailed Team Teach Form and (Health & Safety/Incident Form as appropriate). The entry will include:

name of the pupil date, time and place of incident a brief description of the incident and actions taken.

The Team Teach Book and Team Teach Form will be completed as soon as possible after the incident before staff go off duty and be signed by all staff involved and the Headteacher. Details on the Team Teach Form will include:

- How the incident developed
- Attempts made to calm the situation
- Names of any staff or pupils who witnessed the incident
- The outcome of the incident including any injuries sustained by any pupil or member of staff Any damage to property
- When and how parents were informed
- A summary of actions taken after investigation

Wherever possible, assistance should be sought from another member of staff before intervening.

A Health and Safety Accident/ Incident Form must be completed and returned to the Multi Academy Trust Health and Safety Board in situations where injury has occurred to either member of staff or pupils. Where staff have been involved in an incident involving reasonable force, they should have access to counselling and support. Within the school, this will be made available through the Headteacher.

Action after an incident

The Headteacher will ensure that each incident is reviewed and investigated further as appropriate. If further action is required about a member of staff or a pupil, this will be pursued through the relevant procedure.

- Review of the Behaviour Support Plan
- Child Protection Procedure (this may involve investigations by Local Authority Designated Officer) Staff or pupil Disciplinary Procedure
- School Positive Behaviour Policy

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Monitoring of incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. This process will also address patterns of incidents and help to evaluate trends that may be emerging.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

Complaints

The availability and application of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints Procedure.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

Other relevant Policies

Other Relevant Policies that cross reference with this one are: Health and Safety Policy, Child Protection Policy, Complaints Policy, Disability Equality Scheme

Review

June 2019

References

DFE Use of Reasonable Force July (2013) Education Act 2011 Coventry City Education Policy 'Care and Control' (2007) The Education and Inspectors Act 2006 Section 93

DfES Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

DfES 'Guidance on the use of Restrictive Physical Intervention for Pupils with Severe Learning Difficulties' DfES September (2003)

DfES 'Guidance on the Use of Physical Intervention for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Difficulties and/or Autistic Spectrum Disorder' DfES/DoH July 2002

Human Rights Act (1998) Harris J et al 'Physical Intervention – 'A Policy Framework' BILD (1996) DfES 'Section 550A of The Children Act 1996: The Use of Force to Control or Restrain Pupils' DfES Circular 10/98 United Nations Convention on the Rights of the Child (1991) The Children's Act (1989)

Appendix 1:

Riverbank Academy - CURRICULUM MAP AND SCHEME OF WORK

SUBJECT: P.S.H.C.E.

ACADEMIC YEAR: 2017 - 2018

YEAR	AUTUMN	SPRING	SUMMER
KS3 Yr 1 2015/2 016	1. Drugs 2. Alcohol	3. Decisions and Consequences (Sex and Relationships) 4. Personal Finance	5. Vote Now! (Democracy/Law) 6. Human Rights
KS3 Yr1 Semi Formal	1. Is it Good for Me? 2. My Body, My Friends	2. Continued 3. Money and Jobs	4. My Choices 5. My Rights
KS3 Yr2 2016/ 2017	1. Smoking Project 2. Me and My Family	3. Refugees and Migrants 4. Enterprise in Action	5. Me and My Community 6. Sustainability
KS3 Yr2 Semi Formal	1. Is it Safe? 2. Me and My Family	3. Moving Home 4. Working Together	5. Where I live 6. Looking after our planet.
KS3 Yr3 2017/2 018	1. Me and My Friends 2. Me and My Body	3. Me and My Mind	4. Me and My Life (Keeping Safe)
KS3 Yr3 Semi Formal	1. Me and My Friends 2. Me and My Body	3. Me and My Mind	4. Me and My Life (Keeping Safe)
10/11 AQA	A.Q.A. 5800 1. Action Planning 2. Drugs Education 7. Personal Finance - A different class each term to allow for fund raising.	Personal & Social Education 3. Sex and Relationships 4. Personal Safety	Exam Course 5. Emotional Well Being 6. Healthy Lifestyles
10	1.. Democracy and Justice	Citizenship 2. Rights and Responsibilities	3. Identities and Diversity. 4. Sustainability
11	Extension if AQA work is completed.	1. Careers and Money	2. Risks and Risk Management
PSG	AQA 5800 Units from the following (order may change) 1. Making informed Career Choices 2. Sex and Relationships – via ‘Going off the Rails’	3. Applying for Jobs and Courses	4. Being a Critical Consumer