

Relationships and Behaviour Policy

The Shrubberies School and The Apperley Centre



Approved by: Rachel Stephens
Deputy Headteacher



POLICY DOCUMENT



REALATIONSHIPS AND BEHAVIOUR POLICY

The School's Relationships and Behaviour Policy is designed to reflect best practice, statutes and statutory guidance to assist the achievement of the aims, ethos and values of the school. The Headteacher and governors acknowledge the school's legal duties under the Equality Act 2010 and Keeping Children Safe in Education (updated yearly), in respect of safeguarding and in respect of our children and young people as they all have Special Educational Needs and Disabilities.

We aim to:

- create a calm, purposeful and happy atmosphere within the school.
- foster caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- encourage increasing independence and a sense of personal responsibility.
- reinforce appropriate behaviour thus encouraging positive attitudes in pupils.
- enforce an ethos of zero tolerance of any discriminative language e.g. misogyny, sexual harassment, homophobic etc.
- encourage strong relationships between peers, however, physical and intimate relationships will not be tolerated in school.
- work in partnership with parents, governors and external professionals.
- consistently apply the behaviour policy throughout the school.

Changes in behaviour are challenged and investigated as this may be an indicator of a safeguarding issue. It is not assumed that changes in behaviour are due to pupils' learning disabilities. Behaviour management is enshrined in the positive response to good behaviour and the de-escalation of poor and/or challenging behaviour. We use positive behaviour management methods, without the recourse to physical intervention unless vital and necessary to prevent the pupil hurting themselves, others or property. Lap belts, belts and harnesses may be used to ensure pupil safety in wheelchairs. Support straps are used in standing frames and other equipment essential for their wellbeing, safety and to maximise their physical function. It cannot be underestimated that good posture for the pupil is essential for minimising pain and to prevent physical deterioration. All supportive equipment that are therapeutically necessary are recorded in care plans and risk assessed under the instruction of the many professionals involved. In all actions concerning a child with disabilities, the best interests of the pupil shall be a primary consideration.

LEADERSHIP

The Headteacher and Senior Management Team (SMT) recognise that they have a duty of care and that the pupils' welfare and safeguarding takes precedence. For teaching staff, the duty of care is set out in the School Teachers Pay and Conditions Document. The Governing body of the school makes arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and young people. The Headteacher publicises the school relationships and behaviour policy on the website and in writing where appropriate, to staff, parents and pupils (accessible form) at least once a year.

BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

The Shrubberies School delivers a programme of Personal and Social Education within an extended curriculum in school. This curriculum is supported throughout the school. Additional time is also

given, when appropriate, on an individual basis to help pupils develop their understanding of acceptable behaviour and social development.

Praise and appropriate pupil support should recognise achievement, attainment and progress as well as good behaviour. The attitude of adults is an important factor in promoting a positive relationship which is vital when considering good behaviour. Pupils receive and interpret an adult's attitude through verbal and non-verbal responses to them. This includes specifics such as tone, pitch and volume of voice, facial expression, body posture and proximity. The Shrubberies recognises that it is essential for all pupils to feel that they are respected, safe and are familiar with the people around them. We recognise that some young people with profound and multiple learning difficulties (PMLD) and/or Autistic Spectrum Disorder (ASD) may exhibit extreme difficult behaviour.

ENVIRONMENT AND TRIGGERS – Some children and young people with complex learning difficulties including ASD may have specific environmental and sensory triggers that result in challenging behaviour. This is especially pertinent to pupils with sensory modulation difficulties. In these cases a sensory processing assessment may be carried out and a sensory diet devised to avoid and/or de-escalate challenging behaviours. Triggers that are identified must be avoided or reduced where possible and will be recorded on the pupil's individual Positive Behaviour Plan (PBP).

RISK ASSESSMENT - All pupils who are at risk of exhibiting challenging behaviour have specific strategies and techniques outlined in their individual PBP.

PREVENTION – Techniques and strategies are used to prevent challenging behaviour. When there is a change to routine, personnel, activity or environment, techniques such as social stories are used to prevent anxiety for those pupils who become anxious and/or exhibit challenging behaviour.

DIVERSION AND DISTRACTION – This is used if the prevention techniques are unsuccessful. These may be through words and interests but also sensory objects, sensory interaction techniques and stimuli.

DE-ESCALATION – Staff use a wide range of de-escalation strategies that may include calm talk, contingent touch, planned ignoring, reassurance, the offer of withdrawal, change of adult, change of environment and sensory integration techniques. The specific techniques will be included in the pupil's PBP where appropriate. When it is considered in the best interest of the child, a child can be supported to a separate room where their sensory needs can be met.

PHYSICAL INTERVENTION – This is in the form of positive handling and is only used as a last resort. It is only used in the specified conditions of this policy.

POST INCIDENT SUPPORT - The school offers a calming atmosphere for the pupil to recover. This is an opportunity for the adult and pupil to recover, rebuild and restore a positive relationship. If a member of staff feels that an incident could have implications for the child's protection the matter must be reported to the designated person. Communication may also be needed for all partners who have an interest in safeguarding. Planning for future prevention will take place and a review of the risk assessment and PBP will take place. Any disciplinary issue will be addressed by the Headteacher.

REPORTING AND RECORDING - The Shrubberies record any challenging behaviour and physical intervention (Sleuth) and recognises that the use of a positive handling intervention (Team Teach), whether planned or unplanned (emergency), should always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved.

- A copy of all up-to-date individual PBP's must be put in the student's individual file on the server. Major incidents must be recorded using Sleuth. It must be reported verbally to the Head of Department who will decide whether the Headteacher needs to be involved.
- If an incident causes an injury this must be recorded on either the Staff and Pupil Serious Accident form, the Incident and Near Miss form or on the Minor Injury form. Injuries must be recorded on the Sleuth incident record.
- ABC charts can be used to ascertain causes of inappropriate behaviour and to inform individual PBP's. These charts can be uploaded to Sleuth.
- Frequency recording charts may be used to accurately chart frequency of certain behaviours to ascertain whether particular strategies and policies are having a positive impact.

The parents of a pupil will always be informed within 24 hours of any incident that require a positive handling intervention. The school will inform outside agencies such as Doctors, Nurse, Social Worker, and the LADO etc. when appropriate.

PHYSICAL TOUCH

The Shrubberies School has an ethos that our pupils and young people need to feel safe both emotionally and physically. Our classrooms are safe bases for our pupils and young people and there are favoured safe bases around our school e.g. sensory room.

For our children and young people to develop and to have emotional health and wellbeing, the quality of their relationships with important adult staff members is essential. Given the variety of needs of our pupils and young people, who sometimes require physical touch as part of their physiotherapy or positive and preventative behaviour methods, providing the greatest support to pupils and young people occasionally necessitates physical touch.

Some pupils and young people who need emotional help at school may have experienced trauma or emotional distress or may not have had a positive start in life. In this context, staff members strive to meet children's developmental requirements by providing appropriate safe contact.

Our approach is based on neurobiological research as well as studies on attachment theory and child development that show that safe touch helps children's brains, mental health, and social skills develop.

Allowing safe contact as a developmentally appropriate technique that will support healthy learning and growth is a decision we have made based on information and research. Our policy is based on the idea that every member of staff should be able to distinguish between suitable and inappropriate touching. Staff must know and show that they grasp the distinction clearly.

Corporal punishment is illegal and forbidden.

POWER TO SEARCH WITHOUT CONSENT

This is written with reference to Searching, screening and confiscation, Advice for Schools July 2022 and Behaviour in schools, Advice for Headteachers and school staff September 2022.

Before screening or conducting a search of a pupil, it is vital that we consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy.

The Headteacher, and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury to, or damage to property of any person; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons, knives and child pornography must always be handed over to the police, otherwise it is for the Headteacher or member of the Senior Management Team (SMT) to decide if and when to return a confiscated item.

SEXISM AND SEXUAL HARASSMENT/PEER ON PEER ABUSE

Please reference the Safeguarding Children Policy.

POSITIVE HANDLING

The use of reasonable force, is where possible avoided. At The Shrubberies, reasonable force is in the form of positive handling and it must be deemed reasonable, proportionate, necessary and in the best interests of the child. However, despite creating the right environment and providing pastoral care, the nature of some of our pupils and young people means that there may be times when challenging behaviours occur. All members of school staff have a legal power to use reasonable force, Section 93, Education and Inspections Act 2006.

Reasonable force can be used to;

- move a disruptive child from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil;
- prevent a pupil from harming themselves through physical outbursts.

In all cases where positive handling is necessary, safeguarding the young person is the paramount principle and positive handling should only be used as a last resort when the young person is at risk of harm, at risk of harming others, to stop a criminal offense or to maintain discipline in exceptional circumstances. Team Teach techniques should be implemented by appropriately trained staff where possible. In the event of a physical attack on a member of staff they have the right to defend

themselves through withdrawing to a safe distance whilst ensuring that other people are safe. All foreseen risks are regularly risk assessed in accordance to the Health and Safety Act 1974.

If a student is behaving dangerously in an electric wheelchair or endangering the safety of others then a member of staff will switch off the power to the chair until the student is calm. The member of staff will always stay with the student during the situation.

PHYSICAL RESTRAINT AND RESTRICTIVE INTERVENTION

Our preferred, school approach is about using positive behaviour support and other alternatives which can de-escalate challenging behaviour, and tackle the reasons for it at source. As a school, we appreciate that the use of restraint carries risks and can be damaging to children and young people. However, there will be times when the only realistic response to a situation will be restraint or restrictive intervention. For example, if a pupil is attacking a member of staff or another pupil and refuses to stop when asked, then reasonable force to stop this may be necessary. However, wherever possible, this is avoided. Restraint or restrictive interventions are never a punishment for the child. Effective physical restraint is always used alongside behaviour management techniques (Team Teach) with an emphasis on diversion, diffusion and de-escalation strategies. With every incident, staff reflect on their practice and adapt changes where necessary.

Seclusion is the supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of behaviour which poses a risk of harm to others. This is always a last resort and must be for the least time possible and this is always treated and recorded as a physical intervention. An adult will continually support the child or young person throughout this time.

At any particular time, the key question for our staff involved with children and young people whose behaviour challenges is, "What is in the best interests of the child and/or those around them in view of the risks presented?" When reflecting on any incidents, the key question is, "Were our actions in response to the behaviour, necessary, reasonable and proportionate?"

INDIVIDUAL REMOVAL

Removal may be used as a necessity in response to serious misbehaviour and it is essential that the reasons that may lead to pupils being removed are transparent and known to all staff, pupils (where appropriate due to the nature of our pupils) and parents/carers.

Behaviour guidance published by the DfE, <https://www.gov.uk/government/publications/behaviour-in-schools--2> in September 2022 makes it very clear that individual removal can be used even when staff may need to close the door for a very short period of time:

Para 86. C (pg. 25)

' 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'.

Pupils that are removed from classrooms for more prolonged periods of time, will have explicit agreement from the headteacher. These pupils are given extensive support to continue their education including pastoral support aimed to improve behaviour and so therefore be reintegrated and succeed within their original special school classroom. Communications with parents is regular during these times.

If it is deemed that we are no longer the right environment for a pupil, we will continue to support in their best interests and in the best interests of other pupils within school. This may continue with practises that are originally in place on the school premises or may require support off the premises, such as mentoring from an external agency.

Parents may request a managed move to another educational setting if it is felt that we are unable to meet their child's needs. Serious or repeated breaches of the behaviour policy may result in a fixed-term suspension, and in the most severe cases, the school reserves the right to issue a permanent exclusion.

INDIVIDUAL POSITIVE RELATIONSHIP AND BEHAVIOUR PLANS (PRBP)

There are pupils for whom the general behaviour policy is not enough to manage their behaviour and they need an additional plan.

The criteria for pupils who need a PBP are:

- pupils whose behaviours prevent them accessing the curriculum
- pupils whose behaviours seriously disrupt other pupils' learning
- pupils whose behaviours are a danger to themselves and/or other pupils/staff
- all pupils who have 1:1 support who would exhibit unacceptable behaviours if they did not have that 1:1 support

A uniform format for writing individual PBP's is available on the school server and it can be altered to suit the needs of the individual. All plans must include an introduction as appropriate, a list of behaviours in order of impact and a list of strategies for each behaviour.

The following guidance is mandatory:

- The Headteacher / Deputy Headteacher /Assistant Headteacher must agree individual positive handling plans before they are implemented.
- Parents must be sent a copy so that they can add their input and agree (preferably by signing) to the implementation of the plan. All PBP's will be sent to parents, however if parents omit to send a signed copy back to school, then the plan will be implemented without a parent's signature.
- They must be informally reviewed 3 times per year at the same time as EHCP assessments, (October, February, June) one of which will be during the EHCP review.
- A copy must be saved in the individual pupil's folder on the server.

RECORDING

We record incidents of negative behaviours and physical interventions on Sleuth. Sleuth is an online behaviour-recording tracking system used by our school to log and monitor negative pupil behaviours in a consistent, structured way. Its purpose is to support staff in identifying patterns and trends, enabling leaders to make evidence-based decisions and implement targeted interventions that promote improved behaviour, wellbeing, and personal development. By providing a central, secure platform with clear audit trails, Sleuth enhances communication and accountability across the school, ensuring that incidents are recorded accurately, safeguarding concerns are appropriately managed, and follow-up actions are transparent. SMT are alerted to all physical interventions that take place in school.

STAFF DEVELOPMENT AND SUPPORT

Team Teach is a vital part of the school's continual professional development plan and staff who work with our pupils with challenging behaviour carry out training every three years. Team-Teach training for our staff aims to promote positive behaviour, reduce risk, and ensure the safety and well-being of all individuals. It provides staff with de-escalation skills, proactive behaviour-support strategies, and, when absolutely necessary, safe, minimal, and legally compliant physical intervention techniques. The training ensures a consistent, respectful, and person-centred approach to managing distressed or challenging behaviour.

Within school, behaviour is seen as a language and Team Teach approaches and strategies must always be seen to be maintaining positive, therapeutic relationships with our pupils. Our staff appreciate that seeking help is always considered a sign of professional strength and this is consistently encouraged throughout our school and is an established culture at The Shrubberies and The Apperley Centre. It is possible that bruising or scratching may occur accidentally. These are a regrettable and infrequent 'side effect' of ensuring a pupil remains safe and are not seen as a failure of professional technique.

Staff complete the required safeguarding training every three years with annual updates. There are two Team Teach trainers on the staffing role.

Further CPD opportunities, advice and support can also be provided by the school's Behaviour Leads. Behaviour across school is monitored and communicated regularly with the SMT. Via Sleuth, all members of SMT are notified of any incidents involving a physical intervention. This ensures a timely response to situations where an intervention, support, advice or further training may be necessary. Our 'Behaviour Curriculum' provides a framework for pupils whose behaviour may lead to difficulties when accessing the curriculum pathways. The behaviour Lead has an open-door policy and is available to all staff who would like advice or support.

SUPPORT SYSTEMS FOR STAFF DEALING WITH INAPPROPRIATE BEHAVIOURS

It must be recognised that dealing with challenging behaviours on a day-to-day basis is extremely demanding and will have an effect on staff morale. It is essential for us to operate as a mutually supportive team to ensure that staff have the necessary support and guidance to cope with the daily demands placed on them. Heads of Department are responsible for the emotional health of their team and are there to give advice and support. Equally, the Behaviour Support Leads can be approached for advice. All SMT members can be approached by staff who need to discuss any issues in confidence.

A pastoral support team is also available to respond to any situation where a member of staff has had to support particularly challenging behaviour. This ensures that staff involved in a serious incident are offered time away from the situation and offered opportunities to talk through the incident with a colleague of their choice. Remaining staff may need to work flexibly to help support this process.

This policy has been written with reference to the Department for Education documents:

- Behaviour and discipline in schools, Advice for headteachers and school staff (January 2016, Ref: DFE-00023-2014)
- Use of reasonable force, Advice for headteachers, staff and governing bodies (July 2013, Ref: DFE-00295-2013)
- Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies (January 2018, Ref: DFE-00034-2014)
- Guidance on the use of Restrictive Physical Intervention (RPI) (Ref: SCE1/10/1/2)

- Keeping Children Safe in Education 2021

Please also refer to:

- Safeguarding Policy
- Equality Policy
- Using Physical Contact Policy
- The Conduct Policy

This Policy Statement is considered part of the Terms and Conditions of Employment for all staff at The Shrubberies. Staff will be required to sign that they have read this policy on an annual basis and as part of their induction.

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Reducing the need for restraint and restrictive intervention](#)

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 pupils
- 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 should publish their behaviour policy online

