



# Phoenix Arch School

## Behaviour Policy

### **Section 1**

#### General Information

1. The purpose of Phoenix Arch School.
2. Aims
3. The Principles upon which the work of the school is based
4. Patterns of behaviour
5. How to meet the needs of our children

# Mission

## Children Learn What They Live

This policy describes the structures and strategies within the school, which enable us to manage the children's behaviour and support us in meeting our aims.

This policy underpins all the work we do at Phoenix Arch and provides us with a framework within which we can teach, support and develop each individual child. All staff working with the children are involved in contributing towards the policy and keeping it under review.

### Purpose of Phoenix Arch School

It is essential that all children develop self-discipline and learn acceptable standards of behaviour if they are to succeed in further education and everyday life.

All children at Phoenix Arch will experience some difficulty with managing themselves and their behaviour. Phoenix Arch provides a more appropriate and specialised school environment for children and Autism who are experiencing difficulties in mainstream school.

### Aims

Phoenix Arch aims to provide a safe, secure and stimulating educational environment which responds to individual children's needs. Within this environment it is hoped that the children can be helped to overcome their difficulties and helped to develop their true potential.

In every aspect of school life it is important to be aware of the opportunities which can enable children to;

- Develop and maintain self-esteem
- Increase confidence
- Become motivated and gain a sense of purpose in learning
- Experience progress, achievement and success
- Develop emotional maturity and stability
- Develop positive inter-personal and social skills
- Acquire life-skills, which enable them to make their own good choices
- Learn to function independently as individuals

To facilitate this staff;

- Are supportive
- Establish a good relationship with the children
- Support each pupil within a multi-disciplinary context
- Create a positive learning environment in which a broad and balanced
- Curriculum is taught which addresses the needs of each child.

## **The Principles upon which the work of the school is based**

- Each child is entitled to a broad and balanced curriculum which includes the National Curriculum and RE. Each child is expected to learn progressively, achieve and experience success.
- All opportunities and experiences are planned to enable children to increase their self-esteem and confidence and to help them develop a positive self-image.
- The management of behaviour will reflect high expectations of acceptable and appropriate behaviour. Individual programmes will address identified needs and outline the strategies required to meet those needs as outlined in each child's Statement of SEN.
- The school aims to work closely with families and liaise with agencies to adopt a holistic, consistent and coherent approach to address individual children's needs.
- A planned system of rewards and consequences is employed to enable children to work towards improving their behaviour within an ethos of positive reinforcement.
- Behavioural difficulties are managed by all staff according to an agreed positive behaviour approach, taking into account the circumstances and individual needs of each pupil.
- A clear system of monitoring, evaluating and reviewing behaviour from daily classroom practice to termly and annual reviews help to ensure that the most appropriate approaches are used to meet individual needs.
- Staff training through regular INSET aims to ensure that acceptable models of behaviour management and current good practice is used in order to maintain the appropriate approach to managing behaviour at Phoenix Arch.

### **Patterns of Behaviour**

The children attending Phoenix Arch School all have a diagnosis of ASD and associated difficulties.

Some children display symptoms such as:

Excessive anxiety

Depression

Isolation

Apathy

Obsessive qualities – rituals, compulsions

Irrational fears

Excitability – over activity

Factors such as instability of the home environment and educational failure can play a significant part in the disturbed behaviour exhibited by the child.

Some children have particular conditions which have an effect upon behaviour: e.g. Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language difficulties (SpLD).

Some common features generally applicable to disturbed children include that they may have little capacity to really enjoy normal activities, have unsatisfactory and unsatisfying social relationships and have poor concentration and persistence. These difficulties may manifest themselves in aggression, disobedience and defiance.

### **How we meet the needs of our children**

It is our aim to meet the interlinking emotional, social and educational needs of the children. Opportunities for meeting the needs of the children exist throughout the day.

A convenient way to look at the needs of the children is to examine them under the following headings.

1. Physical
2. Intellectual
3. Emotional
4. Social

# Phoenix Arch School



## Behaviour Policy

### Section 2

#### The School Day

- a. The School Day
- b. School organization
- c. Personal contact between children and staff

## **The School Day**

At Phoenix Arch our management and organisation is planned to meet the children's needs. All the systems and procedures are in place to promote positive change in the children's behaviour and to enable us to manage any inappropriate behaviour.

All our daily routines, both in and out of the classroom, have a clear structure to create order and calm for the children. These routines are paramount in our behaviour management.

The daily routine creates valuable opportunities for staff to meet the children's personal, educational, social and physical needs.

Throughout the day it is essential to encourage good standards of self-care. Some children need guidance and assistance with basic tasks. Promoting good life skills encourages the children to become independent and specific praise promotes children to maintain it.

The staff at Phoenix Arch use a common language to communicate with the children; this creates consistency and mutual understanding. Positive use of language communicates a degree of caring to the children and establishes sound staff/child relationships. Specific praise creates understanding of expectations and a climate of success.

## **School Organisation**

### **Arrival**

The children and bus escorts are greeted in reception, usually by a member of their team. They are taken to class where their class teacher greets them. All personal belongings and packed lunches are handed into the office for their safe keeping. All money and letters are handed into the office.

### **Mobile Phones**

Children are not allowed to bring mobile phones into school and should be discouraged from doing so. Any mobile brought into school MUST immediately be handed into the front office or to a teacher and it will then be locked away for the day in the School Business Manager's office and handed back to child at the end of the day.

If a child is found with a mobile phone or any other electrical device during the day it will be confiscated. Their parents or carers will be informed and will be required to come into school to collect it or sent via the SEN transport.

If a child is found or believed to have unsuitable images or content on their phone, or is believed to be using their phone to access the internet or send messages, including cyber bullying messages, during the day the school will confiscate the phone and will examine all content on the phone. Depending on the nature of the content, parents and/or the borough's safeguarding officers, social services and the police may need to be informed.

### **Assembly**

Assemblies should be meaningful with a purpose and pupils should be able to access and enjoy the content. Some pupils are not ready for formal assembly due to additional needs and they will not be required to join assemblies.

Pupils who are ready to gather together for assemblies are expected to enter the hall in a quiet, orderly fashion in their class groups, with their teacher and teaching assistants.

We expect the children to respond well to these routines. However, if children are not behaving appropriately they are asked to leave assemblies.

## **Playtime Supervision**

All playtimes at Phoenix Arch are structured to enable the children to develop social skills and learn through play.

Play times are planned on a weekly basis with a balance of games and equipment to promote gross motor skills, encourage exercise and develop imaginative play.

We provide a high level of supervision in all playground areas. Children are closely supervised during play times by a high ratio of staff who proactively observe the children and ensure children and activities are safe. Playground safety is our primary concern and therefore it is necessary to provide the children with guidelines and boundaries which are well defined.

All staff model appropriate play time behaviour in sport or play.

All children are aware of their playground rights and responsibilities.

Children who cannot demonstrate safe behaviour in the playground may lose all or part of their outside playtime. They do have an entitlement to free time, but this may be away from others in a short term.

## **Playground Rights & Responsibilities**

- We have a right to play together
- We have a responsibility to look after each other as we play
- We respect the adults on duty.
- We stop when asked by an adult and walk sensibly to our lines and classrooms.
- We always tell an adult/peer buddy if we feel angry or upset.

The following guidelines are in place in order to keep children safe:

- Going into the bushes or climbing trees are all considered to be out of bounds, as are children who leave the playground without permission.
- Children should not jump from a height which could be considered dangerous, for example further than the bottom rung of the Spiders web.
- We do not allow play fighting in either playground.
- Staff should use their discretion regarding children's use of sticks. At no time should they be used as weapons.

## **Lunchtime**

Lunch starts at 11:45 pm. All children enter the hall, in their class groups with staff, in a quiet and orderly way. The lunchtime is managed by a high ratio of staff.

Children can sit in social groups and do not have to sit with their class. There is the expectation that pupils demonstrate appropriate behaviour and they will be supported by adults to develop and sustain their social skills. Individual pupils are called to collect their lunch by an adult. Adults who know them well will support them in making choices for lunch. We encourage all pupils to put something on their plate, even if they do not want to eat it. In this way we aim to broaden pupils choices of food items. No child will be forced to eat foods.

All children are expected to help with jobs in the lunch hall before going out to play.

## **Departure from School**

Children should be ready to leave at 3pm. KS1 pupils are dismissed from the lunch Hall and KS2 from the sports hall. Children are supported by their class team while they are waiting to be called.

There are 2 adult callers at the entrance to both halls and a further security check at the inner school gate. An additional adult highlights on a sheet when pupils have left or boarded the buses. An adult from the office must verify the identity of any new adult collecting, including new escorts.

Children who travel by car or by taxi are called as their parent/carer/escort arrives. The children are escorted by their class team to the transport.

Members of the SLT are available to support if any children are having difficulties and staff may be asked to escort children to their bus as required.

If a child is unsettled or agitated a member of the SLT with the driver of any bus or taxi will make a judgement if the child is safe to travel.

## **Personal Contact between Children and Staff**

The quality of relationships between staff and children, make a crucial contribution to the development of each pupil's self- image. It helps to provide them with security, support and a sense of being valued, respected and cared for by significant adults in their lives.

Throughout the school day there are occasions when pupils require encouragement, comfort and reassurance from staff which includes physical contact, such as any caring parent would give.

Staff often need to respond to spontaneous demonstrations of attention and affection from children.

Staff responses at these times should be as normal and as natural as possible. Their attitude to the children should be an appropriate combination of care, compassion and objectivity.

Situations in which staff will make personal contact with children include:

- Providing individual attention in learning situations
- Dealing with children who are unwell
- Treating cuts and bruises
- Overseeing the administering of medicine
- Supervising and organising Physical Education and other activities
- Supervising children changing for Physical Education activities.
- Supporting pupils to regulate emotions
- Personal Care when toileting
- Supporting Occupational / speech and language therapy intervention

It is necessary for staff to be aware of their possible vulnerability at these times. It is important not to inhibit adult / child relationships but it is imperative to recognise the possible dangers.

To minimise these risks, staff should ensure that they are within designated working areas. When working one to one with children staff must ensure that they are always in a room with a viewing panel, or an open door. All staff must be observant of interactions that they and others have with the pupils in the school.

Staff always report unusual behaviour, conversations or disclosures however insignificant they may seem at first to the designated C P person immediately in person and through CPOMS.

# Phoenix Arch School



## Behaviour Policy

### Section 3 Behaviour Management Policy

- a) Introduction
- b) Managing children – good practice
- c) Rights Respecting School & Seven Olympic Values
- d) Behaviour Target System
- e) Modeling from Staff Behaviour
- f) Enhancing Self Concepts
- g) Counseling and Discussion
- h) Procedures for dealing with inappropriate behaviour
- i) School Procedures for a Child Being Out of Bounds
- j) Policy in bullying
- k) Racism
- l) Managing aggressive and violent behaviour
- m) The use of Restrictive Physical Interventions



## **Behaviour Management Policy**

Behaviour management is an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils thus allowing them to participate fully in home, school and local community life.

Our behaviour management programme is necessary for a variety of reasons:

- To ensure the safety and wellbeing of all pupils
- To ensure the safety and wellbeing of members staff or of the general public
- To protect the environment
- To protect the pupil from self-inflicted abuse or injury
- To divert a pupil from an inappropriate to an appropriate behaviour
- To allow a pupil to develop and demonstrate positive abilities and attitudes
- To curb or divert obsessive behaviour
- To teach pupils that actions and choices have consequences
- To teach pupils to have self-control and subsequently to take responsibility

### **Positive reinforcement**

Positive behaviour management is based on the fundamental principle of establishing good relationships with each child and a mutual understanding of the expectations of appropriate behaviour. This is supported by establishing boundaries of acceptable behaviour which are consistently reinforced using the seven Olympic values.

### **Our School Values are:**

Courage	Excellence	Inspiration	Determination
Friendship	Equality	Respect	

### **Rewards**

We focus on giving attention and praise for positive behaviour and ignoring, as far as possible inappropriate attention seeking behaviour.

Specific praise and encouragement are intrinsic elements of the way in which our school functions. Rewards, both tangible and otherwise are given according to individual circumstances ranging from verbal recognition and merits, to earning a place on a trip out. This gives children the incentive to do better.

### **Behaviour Target System**

Whilst it is acknowledged that many of the children at Phoenix Arch can present very inappropriate and challenging behaviour, underpinning our work is the notion that where possible we will treat all children in a positive way. Children will earn rights and privileges rather than have them taken away.

We will use every opportunity to acknowledge and praise each child's achievements, however small or insignificant they might seem. We believe that within this structure each child will feel valued for what they are and will have the security and ability to change their own behaviour.

**At Phoenix Arch each child has an Individual Education Plan (IEP) which addresses Targets on the child's Statement. One Target should focus on positive behaviour.**

## **Targets**

Targets are attainable, clearly defined targets and measurable. They are written simply and without ambiguity and pertain to classroom behaviour and task performance.

The aim of the target is to help the child change their behaviour. Therefore as a child begins to achieve their targets they are incrementally adapted to further challenge the child's ability to change their behaviour.

If a child continues to be unable to achieve their target, it may be necessary to alter their target or add an interim step in order for the child to achieve success. A point is awarded at the end of each lesson if the target has been achieved.

Targets are designed to address behaviour that is not identified as specifically a classroom or work related target, but more a general behaviour target, e.g: staying within bounds, fighting, damaging equipment, etc. If all the staff working with the child agree that the child has achieved this target, MERITS are awarded and reinforced with specific praise.

Sufficient time is given for reflection at the end of each lesson. Children are encouraged to reflect on their behaviour and be involved in making the decisions as to whether or not they have met their target. It is important that the children see that adults value the merit system and the appropriate behaviour expectations that are made explicit.

Children receive merits and certificates for the School Values to recognise their positive steps. These are shared on Friday's Celebration school assemblies.

## **Points to consider**

Targets are set to challenge children to make progress, to acknowledge their own shortcomings and to enjoy a challenge that is rewarded in:

- Zones of Regulation
- Class Charter
- Merits
- Positive Language
- Celebration Assembly
- Certificate for Record of Achievement
- Merits which accrue for class 'fun' trips or activities.

## **Achievement Assembly**

Each teaching team will nominate every child each week for a special merit mention against the school values. This can be for behaviours or attitudes that improve the life of the school.

## **Modelling from Staff Behaviour**

Children learn a great deal from observing staff and peers. It is easier for them to learn appropriate behaviours which they see practiced.

Children are inclined to model the behaviours of those whom they admire. Staff that form good relationships with children and gain their respect are more likely to earn admiration and have their behaviour modelled.

## **Enhancing Self Concepts**

Staff characteristics such as 'empathy'; 'unconditional positive regard for pupils' and 'genuineness' encourages the growth of positive self-esteem in the pupils at Phoenix Arch.

**'Empathy'** implies that staff knows how children are feeling and therefore gain insight into their behavioural responses.

**'Unconditional positive regard'** suggests an interest in, and a liking and concern for a child – feelings that actually demonstrate that staff 'care' and want to help.

**'Genuineness'** children interpret as honesty and openness.

In combination these qualities illustrate 'caring concern' which is sensitive to individual worries, fears and concerns and a willingness to support and build up children's self-concepts.

## **Mentoring and Discussion**

At Phoenix Arch constant opportunities are created for children to talk to staff. It is recognised how much children value the chance to talk to a trusted adult. They have regular mentoring sessions with ELSA trained mentor.

It is important to note that staff are not trained counselors and therefore should not be attempting to delve into the child's past experiences or feelings. However, there are personal common sense skills which all staff have been trained to use when listening to and talking to children.

In discussion with a child interest can be shown, comfort can be given, concerns shared, the consequences of a specific behaviour pointed out, and approval or disapproval expressed. These opportunities help develop a child's insight and provide them with a greater understanding of the effect of their behaviour on themselves and on others. They also show the child that someone is interested in them and this helps to boost their self-image.

## **Procedures for Dealing with Inappropriate Behaviour**

Whilst we try to ensure a positive environment throughout the school, we acknowledge that some children have great difficulty in managing their behaviour. Therefore we have to teach them that certain behaviours are unacceptable.

The use of sanctions depends on the circumstances and needs of the individual. Sanctions are not necessarily severe however staff are consistent in carrying them through. This creates an understanding of what behaviours are not acceptable.

## **Consequences**

Children understand that there is a link between their actions and how it people feel and/or respond. Sometimes they need to reflect in the calming zone and if appropriate there may be a consequence.

In the first instance the class teacher or LSA addresses the situation in the most appropriate way. If it is necessary senior staff will become involved.

All incidents are recorded on CPOMS. Through the SLT, parents are informed of serious incidents or a pattern of inappropriate behaviour. This may be through a letter/ e-mail/phone call/ face to face meeting. Serious incidents should be reported to parents through personal contact and not leaving messages. In this way it allows parents to ask questions, and put incidents into context. It maintains and supports a positive relationship with the school.

## **Serious incidents include**

- Deliberate assaults on staff and pupils
- Serious abusive/ racist / homophobic behaviour
- Bullying towards other children
- Threatening behaviour
- Invading someone's personal space
- Self-injury
- Serious damage to property

**At Phoenix Arch we aim to support all pupils to develop knowledge of skills to prevent serious incidents. If it should be necessary to exclude a child we follow borough guidelines.**

## **School Procedures for a Child Being Out of Bounds**

### **Out of Class**

There may be occasions where a child will leave the classroom for movement breaks, which will be supported by someone in the class team. Children opting out of their learning will be supported to make the right choice and return to class. There may be consequences for opting out, dependent on the child's understanding.

If negative behaviour escalates staff may need to call on the Headteacher or Deputy Headteacher to assist.

### **Sanction**

Children will owe back the amount of time that they were out of class. When and where this happens is at the discretion of the teacher. All children understand the need to make up 'lost learning time'.

## **Policy on Bullying**

### **Introduction**

At The Phoenix Arch we acknowledge that bullying is one of the most distressing experiences which any child can encounter. Bullying can make the lives of victims a misery: it can undermine their confidence and self-esteem and can destroy their sense of security.

### **Definition**

Bullying is behaviour, usually repeated over time that intentionally hurts another individual or group, physically or emotionally. One person or a group can be bullies.

### **Bullying differs from banter in that;**

- There is deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent

### **What forms does bullying take?**

Bullying includes: name-calling, taunting, mocking, making offensive comments, cyber-bullying (when someone uses technology to harass, threaten, embarrass or target another person), kicking, hitting, pushing, and taking belongings, inappropriate touching, producing

offensive graffiti, spreading hurtful and untruthful rumours, or always leaving someone out of groups. It is also bullying when a child or young person is pressured to act against their will by others.

## **Approaches to Tackling Bullying**

### **Creating a positive ethos**

- Assemblies offer the opportunity to discuss bullying through 'friendship' 'caring for each other' 'saying no' E-safety Assembly etc.
- Each year we take part in the National Anti-Bullying week and provide a variety of activities across the whole school and across the curriculum that focus on bullying.
- We take all incidents of bullying seriously, both of adults and of children.
- All children are made aware that bullying is a serious offence and they are encouraged to inform staff of any incidents of bullying.
- If a child is engaged in bullying then they will have the opportunity to talk about the behaviour and offer an explanation. They will be encouraged to empathize with the victim and understand how they feel.
- Children who continually display physical or verbal intimidation or violence towards another child may be withdrawn into isolation.
- He or she will remain there for the equivalent of one day, receiving lessons and dinner but no association with other children.
- Senior staff will supervise children in this situation.
- This action will be taken against bullies whether the incident happens on school transport, in the classroom or in the playground.
- If a child does not respond to this action then parents will be called to school to discuss a more appropriate means of effecting a change in attitude.
- All cases of bullying will be recorded in the school's Incident Book and extreme cases will be recorded on the child's file.
- Staff have a responsibility to address incidents of verbal intimidation of any nature; this includes sexist, racist and homophobic comments or insults. Staff should support each other in addressing these issues to prevent them escalating.

### **Racism**

These guidelines are written with reference to our 'Race Equality Policy'. All incidents of racism is recorded on Cpoms irrespective of whether the child adult understands that it has been a racist incident. Racism and unconscious bias is addressed as part of our Safeguarding training.

### **Aims**

- To prevent racist bullying occurring in school
- To have clear strategies for dealing with racists objectives
- To encourage the children to feel secure enough to talk to the adults
- To help the racists understand that what they have done is wrong
- To teach the victims ways of avoiding and dealing with being bullied

### **Procedures**

- All members of staff will treat racist behaviour very seriously.
- All racist incidents will be reported to a senior member of staff and recorded on CPOMS.
- Racist incidents will be recorded on the Local Authority monitoring forms and forwarded to the authority.
- All racist incidents will be reported to Governors.
- Parents will be informed and persistent cases will be recorded on file and at the Annual review

- In the autumn we hold a 'One World week' or 'Black History Focus' where we provide activities from different cultures, including outside visitors particularly in art, music, cooking, and drama. The aim of this week is to develop an understanding of other cultures and to provide a focus for our teaching and to celebrate diversity.

## **Sanctions**

*Sanctions are personalized, relevant and not punitive for eg: a child out of class will be told 'They are choosing to have their playtime.'*

## **Managing aggressive and violent behaviour**

Despite the system of sanctions and rewards there will always be those children who will act in challenging, aggressive and violent ways.

The following offers guidance in dealing with these children.

- Avoid confrontation wherever possible. Only confront if you feel able to control the situation and are clear about what you intend to achieve.
- Wherever possible give a child an option to back down without losing face.
- Wherever possible it is advisable to have a second adult present in any Confrontational situation.
- If a child is persistently disruptive in class that child should be removed to a one to one room or the Reflection Zone until they are ready to return calmly to class.
- It is better to remove a child sooner than allow a situation to escalate. The attention of an audience will often prolong the incident.

## **Avoiding Aggressive Behaviour**

### **Staff will aim to;**

- Create an environment in which the pupils feel safe, secure and contained.
- Work as a team to support each other in adopting a consistent and coherent approach to managing behaviour.
- Develop a stimulating, creative and constructive environment in which pupils are purposefully occupied.
- Develop an understanding of the individual needs of each pupil and recognise the 'trigger' points.
- Observe and interpret the verbal and non-verbal behaviour of the pupil.
- Develop strategies with each pupil which allows them to increase their level of self-control.
- Avoid confrontational situations but aim to negotiate an acceptable outcome for all parties.
- Have reasonable and realistic expectations for each pupil.
- Listen to pupils; allow the pupil to talk and for staff to avoid reacting even when the comments are disagreeable and offensive.
- Acknowledge that a pupil's perception may be different.
- Address pupils in a calm and reassuring way by developing good communication skills.
- Encourage pupils to use the calming zone.
- Develop relevant PSHE programs.
- Focus on the positive aspects of behaviour and where appropriate, ignore the negative.
- Establish positive role models.
- Avoid rushing in order to achieve an outcome – gradual and smooth intervention is more effective.
- Report all the incidents on C-POMS.

### **Good combinations of defusing signals are used by staff these include:-**

- Open hands – held forward

- Slow, steady, clear voice
- Maintaining ground-or gradual backward movement if too close
- Maintaining eye contact
- Single command 'STOP'
- Clear directive statement 'GO'

## **The Use of Physical Interventions**

### **Introduction**

At Phoenix Arch we have children who sometimes present behaviour that may require us to guide pupils to a safe area.

### **This policy has been written with reference to the following documents:**

- The use of force to control or restrain pupils. - Non-statutory guidance for schools in England
- DfES letter dated 24 April 2001 to Chief Education Officers in England, "Positive handling strategies for pupils with severe behavioural difficulties"
- Local authority policies

### **When to Use Physical Restraint?**

#### **The Legal context**

**Physical intervention should only be used as a last resort.**

**School staff are able to use such methods as is reasonable in the circumstances to prevent a child from doing, or continuing to do, any of the following:**

- Committing any offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise

#### **Examples of situations that fall within these categories are:**

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is running in a corridor in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school.
- 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.

#### **Who can use Physical Intervention?**

**The staff to which this power applies are defined in section 95 of the Act. They are:**

- Any teacher who works at the school, and
- Any other person whom the head has authorised to have control or charge of pupils. At Phoenix Arch this includes support staff such as Learning Support Assistants.

- At Phoenix Arch the following staff are **not** authorised to hold children. Catering staff, premises staff, short-term supply staff, unpaid volunteers and students, and parents.

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

All staff and volunteers will have the Behaviour Policy and Physical Intervention Policy explained to them on their first day as part of induction.

Staff will be required to sign to say they have understood the policy.

### **The Last resort Principle**

National guidance is clear on this point.

**“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predicted future”**

*Para 10 Page 4 Department of Health - 1997- “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London HMSO*

This means that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to think creatively about any alternatives to physical intervention which may be effective.

### **Help Protocols**

The expectation at Phoenix Arch is that all staff will support each other. This means that staff always offers help and always acknowledge or accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else’s group.

Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong.

Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies.

At Phoenix Arch we will say “Help available” when offering support.

A member of staff may also say “More help available” when they feel that a change of adult is necessary. Staff also says “Help needed” if a situation has become prolonged or too intense.

### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of their Passport to Learning

In such circumstances it may be reasonable to withdraw the child to the Calming Zone when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases risk.

### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. Staff must not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?



- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable use of force**

Force should never be used to keep a pupil secluded (locked in a room on their own). Seclusion is only lawful by specific court order and cannot become part of a planned strategy at Phoenix Arch School.

### **Health and Safety**

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous occurrences should be reported to the Headteacher (as the person responsible for Health and Safety in the school).

We all have a shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk.

As a minimum requirement, in order to comply with Health and Safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so.

### **Risk Assessment**

Informal risk assessment is routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned.

Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk.

### **Complaints**

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal complaints procedure. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of pupils and staff alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection or Health and Safety, the Headteacher.

### **Training**

Staff are trained in a range of strategies to support positive behaviour and how to defuse situations. All staff understand our positive behaviour approach to learning.

### **Recording**

Whenever overpowering force is used the incident must be recorded in the Serious Incident book. The book is kept in the Front Office. All staff involved in an incident should contribute

to the record which should be completed within 24 hours. Names should be completed in full and all records should be signed and Dated and timed. These records will be retained and cannot be altered. A copy of the current Physical Intervention Policy is archived alongside the individual records each year.

### **Monitoring and Evaluation of Incidents**

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The restraint book is open to external monitoring and evaluation. All incidents are logged onto Cpoms.

### **Communication**

To be the most effective at dealing with the children's behaviour we have strategies in place for communicating with everybody concerned with the child. Only then can we provide a consistent approach that meets the individual's needs.

### **Parents**

We place great importance on sharing equal and joint responsibility with parents for their children's education and behaviour. We therefore welcome the support and involvement we get from our parents and seek to build on this to help us with our work. There are various ways in which we communicate with parent.

- Parents days held each term
- Annual Reviews
- News letters
- Telephone calls and texts
- Special events, meetings

### **Governors**

The Governors meet formally once a term but they are also welcome to visit the school whenever they wish. They are encouraged to visit the school during the day at least once a term. The committees also meet and feedback to the full Governing Body twice a term.

### **Outside Agencies**

The Education Welfare Officer (EWO) visits the school regularly and may make home visits if there is a need.

The Education Psychologist visits the school and carries out assessments.

Social Workers of individual children are invited into the school and staff will attend case conferences, core group meetings, network meetings and PEPS for Looked After Children.

Children with a particular need may be referred to Child and Adolescent Mental Health Services (CAMHS) and regular meetings will be held with the school.

### **At School**

Every morning there is a briefing meeting to discuss the day's organisation.

Every Tuesday and Thursday evening there is a whole school staff debrief meeting where staff can discuss any individual children or information that has come up. Class teams meet on the other days to have similar discussions.