

orchard
Education

Positive Behaviour Management Policy –
2021- 22

Orchard Education Ltd
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GRIMSBY

Positive Behaviour Management Policy

In accordance with the DfE advisory document 'behaviour and discipline in schools'. Orchard School have produced a policy and guidance for learners, staff and partner agencies to underpin the School's core beliefs. The Orchard does not believe in applying punitive measures to learners unless they have exhausted other supportive measures that work restoratively to build their understanding and skillset around emotional regulation equipping them for adulthood. Orchard school does not use the word 'behaviour' but rather used the phrase 'negative actions and consequences.' We believe negative actions are a result of undeveloped emotional understanding and ability to regulate before acting in a way deemed inappropriate or negative. We have a duty to support and educate our learners to develop their emotional literacy and awareness of positive strategies they can access to support them in regulating their emotions and making positive choices in school and life.

Orchard Positive Behaviour Management policy will be reviewed at least once per year, be available on the school website (School Information (England) Regulations 2008) and provided to parents where required.

Our policy takes account of:

- a) legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
- b) Education and Inspections Act 2006, Section 93;
- c) Education Act 2002;
- d) Equality Act 2010. Refer to Department of Education guidance January 2016 "Behaviour and discipline in Schools – a guide for head teachers and school staff" for an overview of the powers and duties for school staff

This document is produced in accordance with DfE guidance, 'Behaviour and discipline in schools' 2016

At The Orchard, we aim to meet the diverse needs of our learners through the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries and an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour. Our general approach which we aim to embed throughout the school, centres around an unconditional positive regard for all learners, acknowledging and addressing any inappropriate behaviours which may arise. It is through this learner-centred and inclusive approach that learners will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other learners. Consequently, all learners at the school have the right to a recognition of their unique identity and individual consideration of their needs and be treated with respect and dignity and feel valued members of the

learning community Learn and work in a safe environment and be protected from harm, violence, assault and acts of verbal abuse.

The school recognises that poor behaviour (negative actions) can have wider implications on other learners who attend, so our focus is to make sure that we adopt the principles and recommendations of Charlie Taylor, the governments adviser on behaviour in schools. Core principles of the school include.

- making sure all adults in the room know how to respond to any learners with additional needs.
- ensuring that children receive rewards/praise every time they have earned them and receive staged consequences every time they display negative actions, this is to support long term behaviour change.
- carefully following each stage of the positive behaviour management policy to provide consistency in all learners environments.
- staff are trained in the importance of regulating their own emotional state to remain calm in challenging situations to prevent any further escalation/incidents.

Orchard staff who follow these guidelines will follow a more consistent approach to managing behaviour (negative actions), both in the classroom and around the school. When children know that staff will adhere to the behaviour policy and classroom routines, they feel safer and happier, and their actions will show improvement over time. This can be evidenced through essential school systems.

Key Orchard Principles to help improve school behaviour (working to Taylor principles)

- Ensure that behaviour policy is clearly understood by all staff, parents and learners.
- Display school guidelines clearly in classes and around the building. Staff and learners should know what they are.
- Display the tariff of consequences and rewards in each class.
- Have a system in place for ensuring that children never miss out on consequences or rewards.
- Ensure that other Senior Leadership Team members are a visible and accessible around the school.
- Check up on learner behaviour (actions) outside the school through regular contact with parents/carers.
- Check the building is clean and well-maintained to create a positive learning environment.
- Ensure that staff praise good behaviour (positive actions) and work consistently.
- Ensure that staff understand special needs of learners through internal and external specialist training.
- Put in place suitable emotional support plans for all learners that display challenging behaviour/negative actions.
- Parents - Build positive relationships with all parents to create a cohesive approach in developing each learner.

- Staff to identify changes in a learner's emotional state that could indicate support needed in the home and work positively with the schools welfare team to support families.
- Meet and greet learners when they come into the classroom to create a positive environment and model positive relationship building.
- Have a clear and consistent system in place to follow through with all consequences that is easily accessible in language and infrastructure for learners and staff.
- Have a visual and accessible timetable on the wall of each classroom.
- Follow the school positive behaviour management policy.
- Ensure that all resources are prepared in advance to create a consistent environment and support any additional needs of the learners.
- Praise the behaviour (actions) you want to see more of. Praise children for making good choices rather than only highlighting negative actions. This encourages learners to make positive choices through reinforcement in both school and life.
- Learners - Involve learners in the creating class and school routines by giving them a voice they will become a key part in their own development.
- Parents/carers - Give feedback to parents/carers about their child's actions - let them know about the good days as well as the bad ones to build positive relationships with all key stakeholders in learners lives.

Continual Positive Reinforcement

Each member of staff within Orchard is encouraged to use their own interpretation of positive reinforcement in order to maintain a natural and friendly relationship with learners by giving staff the opportunity to embrace their own personalities in line with this policy. Training and guidance is given to all staff across the school and is role modelled daily how to build meaningful relationships with learners.

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the learner or groups of learners.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities given and earned.
- Sharing good work and positive actions with peers/adults/senior staff.
- Written comments on work/in books, WWW & EBI.
- Displaying good work.

- Work towards an activity chosen by the learner.
- Recognition and celebration of learning.
 - Spontaneous positive post cards sent home to parents detailing achievements.
 - Praise given from SMT/SLT to learners.
 - Praise and sharing of positive actions on the schools social media and website (if consent given).
 - Hand shakes, high fives and fist pumps depending on their social skills level and personality.

Formal rewards

Formal rewards are targeted and individualised according to learners age, need and personal interests and is celebrated with the peers and the whole school as appropriate

- certificate presentations in ceremonies for progress.
- A focus on restorative approaches to addressing and changing negative behaviour (negative actions) before punitive action to allow emotional development and long term behaviour change.
- Access to the school's social academic reward programme.
- Access to extracurricular activities.
- Access to pupil premium rewards.
- Access to school's internal reward programme (5 steps to success)
- Access to enhanced break time opportunities.
- Learners have the opportunity to receive golden tickets to enable them to purchase positive rewards.
- Access to a breakfast morning with the Principal or member of the SLT/SMT.
- Individual presentations of success delivered to parents/carers at formal parents' days.
- Certification for excelling in academics.
- Access to school sports and extracurricular teams.
- Access to the school transportation system.
- The ability to be a key member of the schools student council, as voted for by classroom peers.

Consistency

Consistency of praise and appropriate challenge is essential in giving both learners and staff an understanding of how learners should perform on a daily basis. Clear definitions and sharing of best practice are important in making sure the school's vision is shared between, learners, staff, partner agencies and parents/guardians. All learners need to be aware of the expectations and consequences of meeting or not meeting rules guidelines around positive behaviour management.

Informal consequences may include:

- Use of planned ignoring, where appropriate.
- Use of another member of staff/SLT/Care Team/Safe Face to support the use of the schools restorative ethos.
- Verbal warnings and reminders of expectation using appropriate tone of voice, for example, a low, calm, non-threatening tone.
- Loss of privileges or rewards. (consequences)
- Restorative conversations and discussions (circle time).
- Temporary withdrawal from the learning environment/working with another support/tutor or a temporary step out to another centre.
- Completing reflective think sheets to explore thoughts, feelings and solutions around potential negative actions. (see appendix C)
- Use of the safe places to support emotional regulation and reflection time.

Formal consequences are implemented following due consideration of any incident and the learner's age and needs:

- Loss of attitude or work points.
- Agreed withdrawal of privilege (in accordance with consequence list).
- Meeting with the Centre manager/parents/partner agencies.
- Restorative methods – Repairing damage, writing letters of apology, verbal apology, reflective think sheets.
- Referral to care team for therapeutic interventions.
- Continuous negative actions will result in the learner receiving an increased pyramid score which will result in SMT/SLT action.
- AAA (Acceptable actions agreement) will be considered and involve parents/carers/partner agencies. (See appendix D).
- Exclusion: The use of fixed term exclusion (as a last resort).
- Loss of privilege in line with the schools 5 step to success programme.
- Loss of break time to support reflection.
- Loss of access to social academic reward programme.
- Formal performance meeting with member of SLT.

Bullying

The Orchard School understand that bullying can make a significant impact in the development of a learner and can also impact further on them in later life. Bullying goes against our own core values of promoting positive relationships and supporting others and we will always look to challenge bullying in whatever form it might take. At the Orchard we take a no tolerance approach to bullying. **Orchard Bullying Policy**

Emotional Support Plans

The school adopt an Emotional Support Plan (ESP – appendix B) to replace a conventional behaviour management plan used in most schools and academies, for each learner who attends the school. This document explores and records the specific actions carried out by learners when in an emotionally unregulated state resulting in negative actions.

The aim of this document is to explore the root cause analysis of why any learner has carried out a negative action due to a change in their environment, resulting in them becoming emotionally heightened. If staff support learners to understand why they have performed in a negative way and give them the supportive strategies that both they can carry out and we can support with, we have a greater chance of creating a more emotionally regulated young person.

This document is drawn up in partnership with the learner, tutor, support and the SMT in order to work cohesively to support/meet all learners emotional and educational needs. Also, to give them the understanding and strategies they have access to daily across all environments within the school. This is a 'Live' document that should be developed, reviewed and adapted throughout the learner's time at Orchard. This document is supported by the school's full time emotional therapist who works with any high profile emotional disclosures, for example self-harm, thoughts or actions.

The emotional support plan gives an overall picture of the learners needs and provides staff with a format to offer help, support and choices to a learner when they are in need. Choices are like forks in a path, one route leads to aggression and the others lead to other positive pathways, the more forks there are in a path, the more opportunities there are to diffuse a situation. The more choices a member of staff can offer a student without overloading them, the more opportunities there are to calmly resolve a situation.

Safe Faces/Safe Places/ Safe activities

Building relationships is a key part of the development of learning and support for learners within the school. By having positive relationships with staff, we can help learners work through any issues that may arise by offering a supportive approach to their individual need.

Safe faces are learner nominated key members of staff who learners feel they have the best relationship with and can support them if they are feeling unhappy, anxious, if they are emotionally challenged or in crisis. Each learner will nominate up to 3 safe faces within the school and if required the learner can have access to these staff where practicable. We recognise that sometimes this may not be available all of the time so work with 3 'safe faces' for each learner. We will also record 3 'safe places'. An environment where the learner feels most safe and where they are more likely to be

able to regulate their emotions. Safe activities are also chosen by the learners as activities they may participate in that will support them in regulating their emotions where appropriate.

Myspace

Time out can be a very effective way in which we can support a learner. When used positively it can help reduce anxiety, aid communication and be an area in which a learner can feel supported away from the classroom. If required a learner can access this safe place (Myspace Room), where they can access time out and spend time with supportive elements of the care team or nominated safe face staff. Activities designed to support learners in distress are accessible in this room.

Searching of Learners

The school reserves the right to search learners prior to entering the school or at appropriate times should the need arise. Any search for weapon or prohibited items must be done in accordance with policy, respecting the lawful rights of the learners. Any refusal to search would see the learners refused entry to the school or sent home.

‘Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a learner may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other learners talking about the item or they might notice a learner behaving in a way that causes them to suspect that the learner is concealing a prohibited item.’ (Searching, Screening and confiscation, 2018). Should any search take place this should always be done with somebody else present, and a note made on CPOMS.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from learners:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a learner’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- Power to search without consent for “prohibited items” including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

You must be the same sex as the learner being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the learner being searched.

There is a limited exception to this rule. You can carry out a search of a learner of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Mobile Phones

Mobile phones are prohibited on the school site. There may be times when learners are found with mobile phones in their possession and if this occurs they will be required to hand this in to school staff where it will be stored safely until the end of the school day. If a learner refuses to hand in their phone, then efforts must be made to work on compliance and in worst cases parents will be called to pick up the mobile phone from school. If a learner fails to comply, and the school does not let the learner in, the school has not excluded the learner and the learner's absence should be treated as unauthorised. The learner should comply with the rules and attend.

Screening

What the law allows:

- Schools can require learners to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the learners.
- Schools' statutory power to make rules on learner behaviour and their duty as an employer to manage the safety of staff, learners and visitors enables them to impose a requirement that learners undergo screening.
- Any member of school staff can screen learners.
- If a learner refuses to be screened, the school may refuse to have the learner on the premises. Health and safety legislation require a school to be managed in a way which does not expose learners or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a learner fails to comply, and the school does not let the learner in, the school has not excluded the learner and the learner's absence should be treated as unauthorised. The learner should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Physical intervention

We strive to create a safe learning environment, promote positive behaviours, and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives. Although every effort is made to reduce risk and de-escalate challenging situations, in exceptional circumstances, trained staff may need to use reasonable and proportionate Team Teach handling techniques. (reference should be made to Physical Intervention policy)

There is no legal definition of when it is reasonable to use force. In order to be judged lawful, the force would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. It is always unlawful to use force as a punishment. Physical intervention should be a last resort to be used when all other de-escalation strategies have been tried and failed.

The school employs a Team Teach Instructor who will review all areas of Team Teach Policy and Procedure. They will also review any physical intervention in the school.

Use of specialist support

School recognises that in some instances further support may be required for our learners that requires specialist intervention, such as outside agency support. School makes sure these areas are covered wherever possible.

Education Psychologist – We have a service level agreement with the local authority to provide educational psychologist support. Our assigned E.P. will support all learners in the school who require specialist assessment and support. This service is key when assessing new behaviours and actions not already linked to a learner's primary need. Having an independent assess and review from the Local Authority promotes great partnership working in meeting the needs of all learners at the Orchard.

Fortis Therapy – Orchard School uses 'an independent specialist for counselling support' to work directly/indirectly with the learners and support the staff where required. Fortis can be very useful in providing an 'independent perspective' when supporting learners. It is very important that learners understand emotions and are offered opportunities to help improve the regulation of their emotions.

Therapeutic Interventions

As a specialist SEMH school that has the ability to cater for other additional needs, we offer additional methods in helping learners regulate emotions and improve their knowledge around motional management. School have a large proportion of staff trained in cognitive behaviour therapy, Lego therapy, play therapy, emotional literacy and incorporate the 'Alex Kelly Talk about' approach in supporting learners in their emotional development. Orchard believes strongly that the use of all of these interventions are instrumental in ensuring learners are developing the skills that they need to positively impact on their actions, not just in school but in life.

Compass Go

The Orchard have an allocated worker from Compass Go that can support staff and learners in providing mental health support.

Care Team

Our 'care teams' work on each school site and are made up of key members of staff who have upheld consistently high standards and developed a 'best practice' approach in working with emotionally challenged learners. Where necessary the care team will support a learner away from the classroom, which can give them time to regulate emotions and limit the impact of any behaviour (actions) that other learners might observe.

The care team meets daily and reflects on the needs of learners. The care team review what support a learner has had and anticipate any further ongoing support a learner may need. Where applicable this is also added to Emotional Support Plans.

The care team provide a daily update in order to effectively communicate any information that might be helpful in supporting learners.

Supporting Our Staff

Working in an environment that can sometimes be challenging can be stressful. As such we like to make sure that staff are supported in all possible situations and outcomes. The senior leadership team play a big part in managing behaviour and will be available whenever possible to support staff and deal with negative actions.

In order to promote and support appropriate behaviour, (actions) the school is committed to ensuring that staff to learner ratios are kept as high as possible. However, there may be occasions when staff working with learners feel they require additional help and support, over and above the classroom team. In these cases:

On hearing a call for support – all available staff will come directly to where support has been requested or make sure other support is made aware

- The use of 2-way radio to call for help or assistance
- The use of 'care team' to give an alternate viewpoint/support/challenge
- CCTV in all areas of the school to protect staff and learners

CPD and sharing of best practice – The school will meet weekly with support staff to discuss incidents of the previous week, potential issues and to upskill staff regarding policy, further training or assistance or the sharing of best practice.

SMT provide daily de-briefing opportunities to allow discussion of any incidents that occur, this ensures that everyone is fully apprised of the supportive actions that follow.

Senior Leadership have an 'open-door policy' (see policy for full details) which encourages the flow of information and can highlight areas of support or where improvements can be made.

Restorative Practices

Wherever possible the school will adopt a restorative approach when challenging or applying consequences as a result of negative actions.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their actions by thinking through the causes and the impact their responses might have on the people around them.

Restorative practice involves helping the child think through their actions, its consequences and what they can do to make it better.

'It's all about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.'

How do The Orchard implement restorative practices?

Restorative practices centre around a set of key questions that help children think about their actions and understand how they can correct it: The school can work through key questions to aid the restorative approach.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

The Orchard have developed a restorative reflective think sheets that explores these questions and identifies key areas for support and positive change. This will support our learners with developing their understanding of the impact their actions can have on themselves and others.

Restorative Reintegration Conferences

In the extreme circumstance where a learner has received a fixed term exclusion due to their actions, a restorative reintegration conference will be held with a member of the senior management team, the learner, and their parents/carers.

The learner will receive alongside their letter of exclusion a reflective think sheet to attach and complete at home to give a starting point of discussion.

The conference aims explore the incident and answer the restorative questions highlighted above. The reintegration minutes will be stored in their individual learner file and will highlight any actions that come from the meeting.

Parental Involvement

Parents can play a significant role in making sure that the school principles of behaviour and policy are upheld cohesively. Tutors will have the ability to contact directly and the lines of communication to the school will be open at all times including

'out of school hours through the schools welfare team' support by the senior leadership team.

Parents/Carers are encouraged to support the school and work in partnership to get the very best outcomes for their child.

Parents will be invited into the school regularly to discuss learner progress with tutors.

Use of single assessment/Early Intervention – School will take a lead role in supporting parents with issues outside of the school and will be a conduit to getting increased help and support from outside agencies.

Receipt of daily logs – Parents are provided with 'daily logs' with detailed summary of learner's behaviour and engagement within the school (issued every half term period via email/post).

Appendix A

Consequence List

Actions	Consequence(s)	Further action
Positive engagement in activity	Verbal Praise	Endorsed on daily log
Positive engagement in lesson	Verbal Praise Reward Ticket (treat)	Endorsed on daily log
Positive school day	Verbal Praise Reward Ticket (treat)	Sharing with other staff Phone call home
Positive School Week & Green Tracker	Verbal Praise Management Praise Reward Ticket Certificate	Access to academic reward
Positive School Term	Verbal Praise Green Tracker (potentially) Certificates Written Praise	Sharing with parents Access to end of term reward SLT Praise and feedback
Positive School Year	Verbal Praise Management Praise Reward Ticket Certificate	Sharing with parents Access to end of year reward SLT Praise and feedback End of year certificates and awards
Friday Catch Up	Verbal Praise Leisure Time	Access to internal reward (butty box)
Good Weekly Attendance	Praise Positive Attendance	Entrance to the weekly draw
Completing homework	Praise Green Tracker	Entrance to the homework draw
Action	Consequence(S)	Further action
Swearing	Verbal advice Removal from class (with discussion with tutor or support at break or lunch time)	Meet with head for review
Bad Language	Verbal advice Removal from class (resulting in break or lunchtime discussion with tutor/support)	Inform parents
Refusal to hand in phone	Verbal advice	Inform parents

	Removal from class Send home	
Refusal to complete work	Verbal advice Removal from class Additional support offered	Inform activity Catch up Outside activity suspended
Classroom disruption	Verbal advice Removal from class (with discussion with tutor or support at break or lunch time) De-escalation room	Inform parents Time out
Failure to meet appointment (YOS/Foundations/SS)	Verbal advice	Work to find out reasons for appointment missed Inform parents
Verbal threats	Verbal advice Removal from class (resulting in break or lunchtime discussion with tutor/support)	Inform parents
Action	Consequence(s)	Further action
Damage to property	Verbal advice 1-3 day exclusion	Inform/invoice parents Inform Police Deduct from activities fund Apply 30 minute intervention related to the definition of crime
Assault on learners or staff	Exclusion 1-3 days Permanent exclusion	Inform parents Inform Police Inform SMT Review on CCTV Apply 30 minute intervention related to behaviour
Bullying	Verbal advice 1-3 day exclusion Permanent exclusion	Inform parents Inform Police Inform SMT Apply 30 minute intervention related to Bullying Review the bullying policy with learner
Possession of controlled substance	Send home 1-3 day exclusion	Seize property, exhibit and store in secure location Inform parents Inform Police Offer foundation Support Apply 30 minute intervention related to drug use Inform SMT
Disruption on transport	Verbal advice Exclusion 1-3 days	Inform parents Transport suspended

Absconding	Verbal advice	Inform parents Inform WAT
Social media interaction (threats/bullying)	Verbal advice	Inform parents Inform Police CPS Schools project intervention Apply 30 minute topic related intervention
Inciting poor behaviours in others	Verbal advice Exclusion 1-3 days	Inform parents Apply 30 minute topic related intervention
Absence without authority	Verbal advice to learner Verbal advice to parents	Inform parents Inform WAT Possible prosecution for non- attendance
Not following instructions on off-site activity	Verbal advice Activity suspended Future activities reviewed	Inform parents Activities suspended
Criminal behaviour outside of school	Verbal advice	Reviewed with learner Support given (foundations etc) Individualised interventions offered



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Individual Emotional Support Plan

Learner:	
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Safe Faces	1.
	2.
	3.
Safe Places	1.
	2.
	3.
Safe activities	1.
	2.
	3.

I find it difficult to control my emotions when... (Include date)	The emotions / actions I might display are...	My goals that will help me in the future are...	What Orchard staff can do to help this

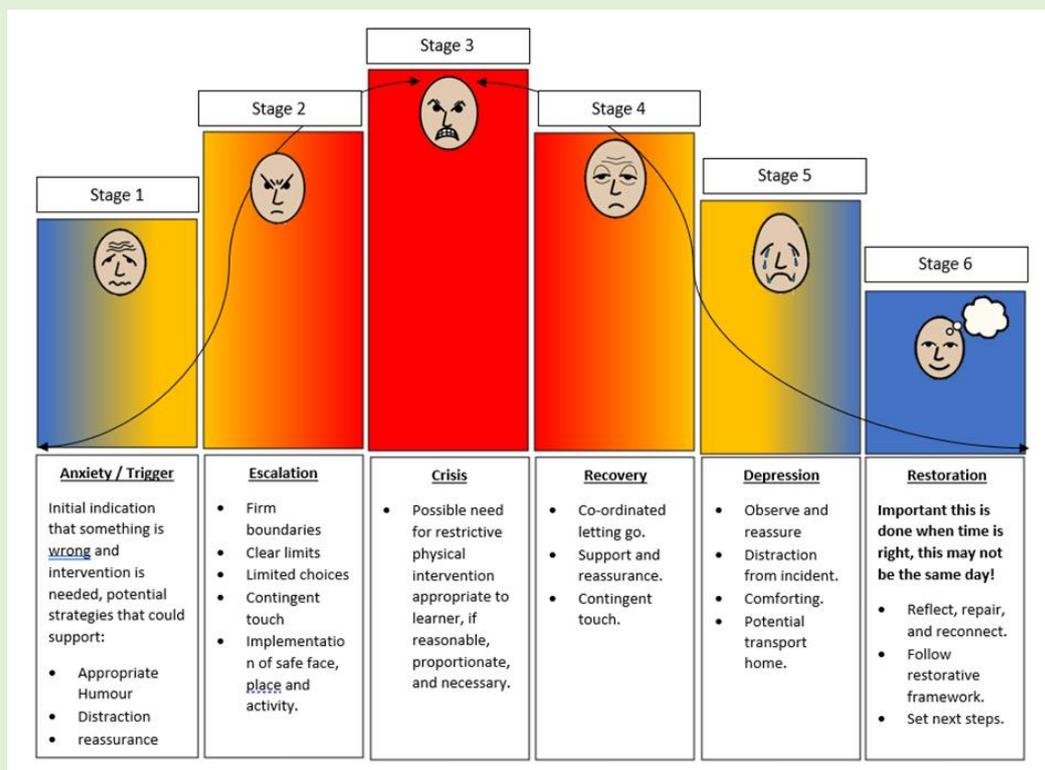
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Learner Voice – My goals for the year to improve my attitude and engagement in school

Staff comments

Emotional support guidance and stages of crisis

In the event a physical intervention is required to support the learner whilst they are in an emotionally heightened state, this section of the plan will outline what strategies work most effectively when working through the stages highlighted in the stages of crisis outlined in the model below:



Stage 1: Anxiety / Trigger

In this stage – The (Learner name) is at the beginning of the stages of crisis and is displaying low level behaviours to suggest that something has happened that has caused them to go into a state of anxiety, reasons for this are highlighted at the beginning of this document. This stage where possible should be dealt with by members of staff within the classroom.

Stage 2: Escalation

In this stage – (Learner name) has been unable to calm and behaviour has further escalated and is now displaying potentially more volatile and aggressive behaviours. Strategies used by staff now much change to reduce the risk of a potential physical handling incident. Potential support strategies **must** include:

1. Calm stance – Staff must remain in control of their emotions and display a calm stance, arms by sides and relaxed. Position yourself strategically to give them a way out towards a safe space.

2. Calm voice – Lower, relaxed tone of voice.
3. Limited vocabulary – key phrases rather than too much information, (I can see your upset, I'm here to help).
4. Firm boundaries and clear limits – Explain simply what they need to do to turn it around, whilst explaining what the next course of action will be if they do not co-operate.
5. Implementation of safe face, safe place, and safe activity individualised to the learner.

Positive handling plan

(to be filled in once a physical intervention has taken place)

Stage 3: Crisis

In this stage (Learner name) has lost control and it **MAY** be reasonable proportionate and necessary to physically intervene to ensure the learner is able to regain control, and ensure staff and learners are safe.

The following physical intervention strategies work most effectively for this learner when in crisis: (Tick appropriate)

One person:

Friendly hold

Single person Double elbow

Half shield

Two people:

Single elbow

Figure of 4

Double elbow

Seated hold:

Single elbow (Chairs)

To ensure the physical intervention is for the shortest time possible – the following de-escalation strategies are known to help the learner calm further:

1.

- 2.
- 3.
- 4.
- 5.

Stage 4: Recovery

In this stage it has become apparent that the learner is beginning to calm and is regaining control. It is extremely important to continue to support the learner effectively through this stage otherwise they can loop back into crisis.

Strategies to support **MUST** include:

1. Co-ordinated letting go – If a physical intervention has taken place, a planned disengagement must take place to safely come out of the intervention. This must be done through the team teach model and be co-ordinated between the staff using the intervention.
2. Take up time – Allow the learner time to calm at their own rate. A time limit should not be set on this.
3. Implementation of safe face, safe place and safe activity.

Other strategies that may support include:

- 1.
- 2.
- 3.
- 4.
- 5.

Stage 5: Depression

During this stage the learner has sufficiently calmed but may be in a state of depression and exhaustion due to their emotionally heightened state and the potential impact of a physical intervention. The learner must be supported effectively at this stage to ensure they do not loop back into crisis.

Strategies that **MUST** be used:

1. Monitoring – Learners must be closely monitored to ensure they are not suffering from any form of injury from physical intervention, and to ensure their mental state is okay following their emotionally heightened state.

2. Limited expectations – The learner should not be expected to follow their usual timetable whilst in this stage, alterations should be made to ensure they are safe, this may include potentially going home.

Other strategies may include:

- 1.
- 2.
- 3.
- 4.
- 5.

Stage 6: Restoration

This stage is a vitally important stage for the learner to be able to reflect on what had happened following an incident, to ensure learning takes place and steps are put in place to ensure the likelihood of it happening again is reduced. It is also important to repair any harm that may have occurred during the incident, whether this is physical damage or damage to relationships.

The school's restorative framework must be followed at this stage when appropriate for the learner, it may not be on the same day as it depends when the learner is ready. The following questions must be explored with the learner post incident:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think you need to do to make things right?

These restorative questions can be used in addition to the CBT hot cross bun.

Examples of Potential strategies to be used staff

- Distraction – Different distraction techniques to be used to divert the learner's attention, based on their specific interests, appropriate humour may be used to distract the learner.
- Change of face – Swapping the member of staff supporting the child, through no fault of their own it could be a member of staff who has caused the anxiety and a change of face could support the learner to calm more effectively.
- Persuasion – Using the relationship you have with the learner to persuade them to make the right choice.

- Take up time – Giving the learner time to take in what has been asked of them, give them an instruction, and then come back to them when they have had time to process the information.
- Reassurance – Supporting the learner to understand that they can turn their behaviour around, and that everything will be okay.
- Option offered – Give the learner an option of something different to do, especially if the work has caused their anxiety, then when calm exploring why it made them anxious.
- Time out offered / directed – Give the learner a way out to get away from a situation – have a safe place to go to enable the learner to calm effectively.
- Appropriate touch – This can be used to both direct the learner using a physical prompt to move in a specific direction, or it may be used as a comforting tool to support the learner whilst they are emotional.
- Praise - Focussing on what they are doing well rather than the negative.
- Verbal reminders and support.
- Choices, limits, consequences – Give the learner a maximum of 3 choices rather than overloading them with information. And simply explain the consequences of what each choice will bring.

Summary of Progress

Autumn		
Incidents	Exclusions	Physical interventions
Total:	Total:	Total:
Overview of progress – Positives and Areas for improvement		
<u>SMT comments</u>		

Spring		
Incidents	Exclusions	Physical interventions
Total:	Total:	Total:
Overview of progress – Positives and Areas for improvement		
<u>SMT comments</u>		

Summer		
Incidents	Exclusions	Physical interventions
Total:	Total:	Total:
Overview of progress – Positives and Areas for improvement		
<u>SMT comments</u>		

Orchard Reflective Think Sheet

What happened? (Circle all the correct pictures)

 was not following instructions	 talking	 wasn't on task	 was disrespectful/silly	 had a negative attitude	 distracted others	 wasn't ready/late	 made a mess
 was dangerous	 bullying	 was aggressive	 was violent	 damaged property	 persistent negative	 was inappropriate	 other

Want to tell us more?

How were you feeling? (Circle the correct feelings)

 bored / impatient	 silly / giddy	 angry	 frustrated	 sad	 confused	 troubled / a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

What were you thinking?

Appendix D

Learner's Acceptable actions Agreement (AAA)

Learner Name		Year group/Class	
Attendance		No of Incidents	

Reason for Agreement
•

What is working well	What is not working well
Supportive next steps	

Agreement moving forward	
	Green
	Yellow
	Red
	Green
	Yellow
	Red
	Green
	Yellow
	Red
	Green
	Yellow
	Red
	Green
	Yellow
	Red

Review targets	
Target (Indicate Red, Amber, Green)	New Target (if required)

Initial agreement:

Management signature:

Date:

Parent Signature:

Date:

Learner signature:

Date:

Review:

Management Signature:

Date:

Parent Signature:

Date:

Learner Signature:

Date:

Review:

Management Signature:

Date:

Parent Signature:

Date:

Learner Signature:

Date:

	Initial	Review 1	Review 2	Review 3	Review 4
Signed	Pete Macleod – revision of previous 'Challenging Behaviour Policy'.	Pete MacLeod	Pete MacLeod	Matthew Maidens	
Position	Director	Director	Director	Restorative & Pastoral Manager	
Date	30/08/2018	12.08.19	18/08/2020	01/09/21	