

Behaviour & Pastoral Policy

(inc. Positive Behaviour
Management, Pastoral Systems
and processes & Positive Handling
guidance)

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History of policy changes and review

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Date	Change	Details
01.07.2019	Policy reviewed	The policy was re written Quick read policy was created
15.07.2020	Policy reviewed	Added offensive weapons section
01.05.2021	Policy reviewed	The previous quick read policy became the new positive behaviour management policy and the previous main policy became Positive behaviour management handbook.
12.05.2021	Added new section	Trauma Informed Behaviour Management
12.05.2021	Added new section	Use of aversive behaviour sanctions - punishment and discipline
12.05.2021	Added new section	The use of barriers
19.05.2022	Changed	Policy now reflects new Pastoral Approaches
15.09.2023	Added new section	Sexual abuse and harassment Roles and Responsibilities
	Changed	Exclusion section Prohibited items, searching pupils and confiscation

For documents and a more detailed overview of behaviour management at Briarwood, please read our Positive Behaviour Management Handbook.

Next review date: September 2024

Aims and objectives

Philosophy – vision statement

'I have come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.' Haim Ginot

At Briarwood School our Behaviour and Pastoral policy reflects our understanding of the complex needs of all our pupils and how this affects their ability to self – regulate and manage their behaviour positively in order to engage with their learning. We endeavour to ensure that all pupils are able to access a provision that is inclusive to their individual needs. We aim to take a holistic, whole-person approach to behaviour and pastoral support that encompasses; sensory processing, trauma informed approaches, positive behaviour strategies and appropriate physical environments. It is our vision that this policy contains guidelines on how to effectively support every pupil to **Enjoy** school life, **Engage**, and **Learn** to their full potential.

Aim and rationale

We have high expectations for all our pupils in terms of their ability to learn and every day is viewed as an opportunity to extend knowledge and skills. One of the biggest barriers to achieving this may be the pupils' difficulty to self- regulate. Access to the curriculum can be severely hindered in a pupil who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated pupil is more inclined to make progress due to their readiness to learn and engage. Briarwood's **aim** is to truly understand pupils and their behaviour, implement research-based strategies with one aim in mind: to improve the quality of life for all of our pupils and their families.

All pupils who attend Briarwood have Severe Learning Disabilities and an Education Health Care Plan (EHCP). Research suggests that the more severe the disability, the more likelihood there is for behaviours of concern to occur, emphasising the need for a robust behaviour and pastoral approach. These behaviours may be more likely in people who have communication difficulties, ASC, sensory impairments, sensory processing difficulties and physical or mental health problems (*NICE guidelines/ 2015*). This means that there is a significant likelihood that some pupils will display some form of concerning behaviours during a typical school day. This policy, therefore, seeks to provide staff, and other key stakeholders, with clear guidelines on how to support the young people that present behaviours and gain access further pastoral support, where needed.

Legislation

This policy takes cognisance of relevant legislation, regulations and guidance including the most recent publications from the Department for Education, Department of Health and the Health and Safety Executive. For young people over the age of 16 years, the Mental Capacity Act is also carefully considered. This policy is also based on the special educational needs and disability (SEND) Code of Practice.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils. It aims to ensure that the pupils at our school feel safe and secure and learn to modify their behaviour to what is socially acceptable according to pupils' individual levels of understanding and ability. (*Safeguarding and Child Protection Policy/Keeping Children Safe in Education*)

Statement of behaviour principles

- Staff must use fair and consistent vocabulary when describing a pupil's behaviour.
- All behaviour serves a function for the individual.
- All behaviour is a form of communication.
- Pupils do not generally behave randomly, sometimes it might be hard to see the reason behind the behaviour, but it is always there.
- Staff should not place blame on pupils for their behaviour.
- Every pupil is unique, and that a 'one size fits all' approach to behaviour management is neither helpful nor desirable.
- Pupils who are motivated, and whose personal interests are incorporated into their daily school lives, are less likely to exhibit concerning behaviours.
- The attitudes, perceptions and values of the staff working with pupils can have a dramatic effect on the incidence of behaviours that challenge and the effectiveness of how it is managed.
- All behaviour management strategies ought to be in the best interests of the pupil.
- Restrictive Physical Interventions (RPIs) should only be used when necessary.
- With the right support from adults and the school's systems and processes all children and young people can learn to improve their behaviour.
- We make decisions thoughtfully based on the evidence and our knowledge of our children and young people.

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Duty of care

Teaching and non-teaching staff work in '**loco parentis**' and should always be mindful of their duty of care to the pupils, as they could be liable for a claim of negligence if they fail to follow the guidance within this policy. This policy is for the protection of pupils and all teaching and support staff (including student placements). This policy and the positive behaviour management handbook are fully available on the school website and contents are readily available to parents and carers.

Roles and responsibilities

The **governing board** will have overall responsibility for:

- Reviewing and agreeing the statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **Executive headteacher** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- The day-to-day implementation of this policy.
- Reporting to the governing board on the implementation of this policy.

The **Heads of Provision and Inclusion** will be responsible for:

- Line management of Pastoral Team (including the Assistant Heads)
- Monitoring of HoP+I budget
- Lead on Non-core therapy offer e.g. OT, music, Bridge
- Review TeamTeach lists and new starters, organise training (6hr, 12hr)
- Lead on Pastoral and Behaviour
- Reviewing of PSP action plans Overseeing MAC meetings and running of MAC
- Oversight of anti-bullying incidents and action plans
- Updating Behaviour policy and other relevant policies that link with briarwood school's Pastoral offer.

The **Pastoral Assistant Headteacher** will be responsible for:

- Leading on Trauma informed practice - meet with trauma trained response team on alternative sites in order to discuss any concerns, general check in for wellbeing, check stress risk assessment monitoring
- Monitoring all anti bullying action plans in place and ensure incidents have reduced in the next report. If not, hold discussion with HoS and/or teachers

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- Weekly audit to ensure debriefs are happening, holding HOS to account for debriefing
- Developing enabling and response timetable, creation of PSPS and termly reviews with pastoral response across all sites
- Meeting with response team on alternative sites in order to discuss any concerns, general check in for wellbeing, check stress risk assessment monitoring
- Monitoring Pastoral Email and referrals, create Pastoral Support Plans with support from response team and continuous monitoring of PSPs, discussing any concerns with response.
- Identifying any SPE referrals for core therapeutic support (SALT, OT, Physio) and email heads of schools to complete SPE
- Monitoring Sleuth and liaise with heads of schools with any concerns. Develop procurement for new behaviour programme. Ensure RPI records are inputted within legal guideline
- Monitoring behaviour budget and off order forms
- Supporting the response teams, ensuring appropriate training, promote proactive systems and processes including development of specific approaches
- Monitoring and update VP termly informing safeguarding triangulation
- Supporting with upskilling classes in 'Universal' behaviour strategies, Positive and Proactive Behaviour support, optimum environments, Positive reinforcements - Reward Systems, Class environment, Structure and established routines, Team Teach guidelines, Sensory Processing difficulty consideration and support with/spot check OLMs.

The **Heads of school** will be responsible for:

- Monitoring Sleuth and behaviour within departments including universal offer, checking RPI's, debriefs, PSP referrals, MAC, monitoring walks
- Monitoring department budget and sign off order forms.
- Liaising with the Pastoral Co-ordinator to ensure effective deployment of staff across the site
- Spot check paperwork e.g. OLMS, RA, LMs and that they are signed by parents
- Monitoring any anti bullying plans or child on child incidents including completing reports for AH
- Monitoring of data, ensuring data drops are completed by deadlines
- Communication within site including effective dialogue with parents in accordance with school policies.
- Carry out Pastoral Monitoring walks alongside
- Support with the induction of new members of staff, - including probation meetings
- Publicising this policy in writing to staff, parents and pupils at least once a year.

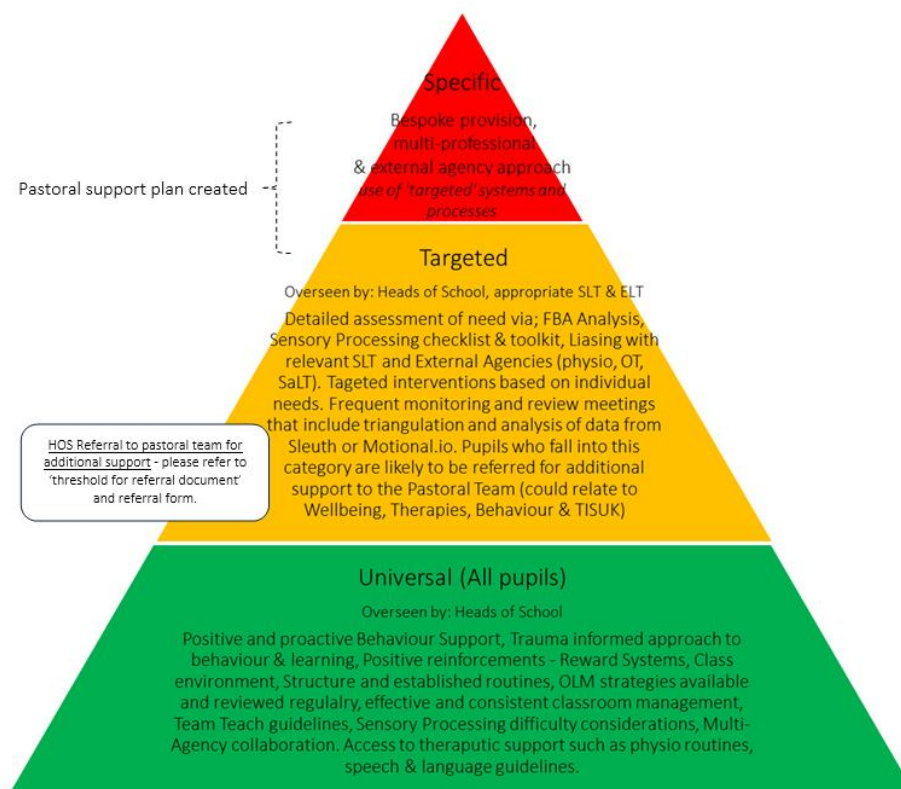
(For further responsibilities linked to the Behaviour and Pastoral Team please see Appendix 2)

Positive Behaviour Practises

Positive Behaviour Support (PBS)

PBS is recommended as best practice within various professional practice documents. In 2004, the British Psychological Society produced a set of standards within the publication *Psychological Interventions for Severe Challenging Behaviours Shown by People with Learning Disabilities* (British Psychological Society, 2004). The standards proposed that PBS should be the benchmark for intervention in the field of behaviour support. In addition, the National Institute for Health and Care Excellence (NICE) has produced its own quality framework for supporting people with behaviours that challenge and learning disabilities (NICE, 2015) while endorsing the approaches used within PBS. The DfE has also published the guidance *'Positive environments where children can flourish'* where a positive behaviour model was recommended as best practise when supporting pupils that are at risk of displaying behaviours of concern. Briarwood's philosophy is aligned with the aims and values of Positive Behaviour Support (PBS):

- Positive Behaviour Support (PBS) is an approach that is used to support behaviour change in young people or adults with or without a learning disability. Unlike traditional methods used, the focus is not on 'fixing' the person or on the behaviour of concern itself and never uses punishment as a strategy for dealing with behaviours of concern.
- PBS is founded upon an understanding that behaviours that challenge serve an important function for those who display them.
PBS requires the assessment and support strategies to be person-centred and grounded directly in information that has been gathered about the pupil and their environment.
- PBS is a framework best viewed as three tiers of support in recognition that sometimes people find things more difficult and may need more support than others, this is represented as a three-tiered pyramid. At Briarwood we follow the 3-tiered support system for Behaviour and Pastoral support, as shown below:



Universal

Whole-school approach and class based pastoral care (i.e. myself curriculum)

Targeted (Pastoral support plan implemented)

Universal pastoral care with additional intervention or strategies to support specific area (i.e. behaviour, wellbeing, attendance)

Specific (Pastoral support plan implemented)

Bespoke support package, with potential for modified provision (i.e. adapted environment)

Please see the 'Pastoral Support Offer' section below for further details on how to gain support beyond Briarwood's universal behaviour practises and for information on Pastoral Support Plans.

Trauma Informed Behaviour Management

Our positive behaviour management and relationship policies reflect our trauma informed approach and our behaviour strategies are both developmentally and trauma- informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all and support is offered to those having difficulty meeting those expectations.

In practical terms it means that we try to not place the pupils in situations that they are unable to manage. It is vital that our response to their distress and often behaviours that challenge is supportive and focusses on how best to support the brains frontal lobe functioning to be able to relate to the world and each other in a healthier way, rather than employing punitive sanctions that are detrimental and inappropriate to the child's development. If we are truly to protect our pupils and each other, our school approach needs to reflect a differentiated and developmentally appropriate response to behaviours of concern by recognising that behaviour represents an unmet need that may be a result of past Adverse Childhood Experiences (ACE).

At Briarwood, we have specially trained Trauma and Mental Health Informed Practitioners to support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them. For more information around our Trauma Informed approaches please read our [Relationship Policy](#).

Motivators and consequences

The reinforcing of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life. Rewards/ motivators are those that are given to a pupil after he/she has behaved in a way that gains an adult's approval. For example, a pupil gets stars/stickers for completing his work. Rewards/ motivators are tangible and are designed to motivate positive behaviour. At Briarwood, rewards are likely to take the form of either an object (e.g. iPad) or an experience (e.g. getting a certificate) and are based on the individual preferences of

each individual pupil. The practice of removing stars or rewards that have already been earned bears a strong resemblance to punishment, and is therefore incompatible with Briarwood's stance on Positive Behaviour Support. It is not acceptable practise for rewards to be revoked.

Food should not be given as a reward routinely. In exceptional circumstances, food may be used if this has been discussed and agreed by a team of professionals and it forms part of an action plan this is being reviewed regularly and with a clear plan on how to fade this reward out as soon as possible.

At Briarwood School we do not believe in sanctions or punishments, but we do believe that it is important for our children and young people to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour's function and make sense to the young person. For example, if a young person presents with a behaviour of concern because he/she is trying to avoid a demand the adults would wait until the young person is calm and will reinstate the demand. At the same time, consideration will be given on the reason the young person is reluctant to follow this demand and appropriate proactive strategies will be implemented in order to reduce the likelihood of this happening again. In addition, the class team will focus on teaching the young person appropriate functional skills that will enable the young person to achieve the same outcome without having to use a behaviour of concern. The consequences may vary for different pupils in line with their individual needs and the function of their behaviour.

In addition, if a young person is not successful in gathering all the required stars/ thumbs up to gain a reward/ golden time a member of staff will provide the opportunity to be successful by completing an additional task. Staff will make every effort to ensure that the young people receive their motivators/ rewards on a daily basis but in some occasions, this might not be possible and a young person might not be successful in gaining one of his/ her rewards.

Consequences for behaviours of concern will only be used with students who are at a stage emotionally where they can exercise some control or choice over their behaviour. It is not appropriate to hold a student to account for their behaviour, by implementing a consequence, when they are at an emotional development stage where they operate from the reptilian brain or brainstem when they experience heightened emotions and revert to fight/flight or freeze at these times.

Finally, it is important that after a behaviour of concern has been presented the adults review what happened and whether there was anything that could have been done differently to support the young person to manage their own behaviour.

Use of aversive behaviour sanctions - punishment and discipline

An aversive practice involves the use of unpleasant stimuli to induce changes in behaviour through punishment. By applying an aversive strategy immediately following a specific behaviour, the likelihood of the behaviour occurring in the future may be reduced. However, it is not effective because it does not address the root cause of the behaviour. It may reduce it in the short term, but often it will quickly be replaced by another undesirable behaviour because the cause has not been addressed.

Discipline is defined as the practice of making people obey rules or standards of behaviour, and punishing them when they do not.

Punishment is defined as any unpleasant consequence that occurs following a behaviour that reduces the likelihood of the behaviour occurring again. Punishment in schools focuses on changing a student's

poor behaviour and it is imposed by adult authority. Research shows that punishment has limited effectiveness for 'discipline' and has serious negative side effects.

At Briarwood, we do not believe in the concept of discipline or punishment because it focuses the child or young person's mind on the punishment, rather than what s/he did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others. We believe that there are better options for supporting our children and young people to improve their behaviours that are more effective and less harmful to them.

Punishment must not be used under any circumstances in response to pupils' behaviour, challenging or otherwise. This includes: shouting, pushing and smacking, isolating, secluding, denying curriculum access, withholding food, removing stars from star charts or rewards. We believe that reinforcing positive behaviour is a far more useful intervention and one which has more relevance to our young people.

'Time-out' is a punishment-based behaviour modification technique, and therefore must not be used, or threatened to be used, in response to pupils' behaviour. 'Time-out' is very different to the concept of 'time-away', which is the preferred terminology when describing a pupil who is given a break from an activity or setting because they are beginning to show signs of dysregulation.

At Briarwood School we do not use punishment as a behaviour management technique but we do accept that an exclusion may take place in response to a pupil's behaviour. For more information regarding exclusions please read the 'Exclusion' part of this policy.

Restricting liberties / Seclusion

At Briarwood School children and young people will never be:

- Locked in a room alone
- Denied access to the toilet
- Deprived of food/ drink

We do not use seclusion rooms as a means of managing pupils' behaviour. The advice to staff is that seclusion, or anything resembling it, must not be used.

Seclusion refers to 'the supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving...its sole aim is the containment of severely disturbed behaviour which is likely to cause harm to others.' (*Positive and Proactive Care: reducing the need for restrictive interventions/Department of Health/April 2014/p.28*).

Any use of **seclusion** is likely to contravene Article 5 of 'The Human Rights Act', the **right to liberty and security** and its use in any setting should be questioned. 'The Mental Health Act Code of Practice' (2015) also acknowledges the particular risks attached to seclusion: "*Seclusion can be a traumatic experience for any individual but can have particularly adverse implications for the emotional development of a child or young person.*"

Reviewing restrictive practises

A restrictive practice is any practice which stops someone doing something they want to do. All schools need routines, structure and systems and all children and young people need boundaries. It is the

responsibility of adults to provide clear guidance and to keep children and young people safe. Equally, it is important to give children and young people as many choices as possible and to give them as much control over their lives as possible.

Therefore, adults will need to put in place some restrictive practices but need to make sure that they are proportionate i.e. they will only be used when there is good reason:

- to keep children, young people and adults safe (e.g. outside gates are locked during the school day)
- to protect their health (e.g. physio programmes need to be followed)
- to balance the interests of different members of the school community (e.g. resources need to be shared)
- to ensure that children and young people have access to a varied curriculum (e.g. there will be a timetable to follow)
- to prevent damage to resources or the environment (e.g. if a child is likely to break a particular toy then he may be given a different one)
- to maintain safeguarding and e- safety (e.g. young people will be supervised using PCs/ iPads at leisure time)
- to maintain dignity (e.g. young people will not be allowed to be in public without their clothes)

Adults will always say 'no' calmly and may use an alternative word ('later' or 'first/then'). Where possible, adults will explain the reason for any restrictive practice and will seek to offer a positive alternative which the child or young person can willingly accept. For example, it will not be possible to take a young person swimming every time they ask to go but the adult may be able to explain when swimming is next on the timetable and to offer another favourite activity.

Sensory Processing Difficulties

Sensory processing is the ability to register, discriminate, adapt and respond appropriately both physically and emotionally to sensory input from the environment. Children and adults living with a disability can often take in and use and process sensory information differently to other people. The way we take in and register, or make sense of sensory information, strongly influences our ability to learn new information, self – regulate, perform activities and to participate in activities with other people.

Staff at Briarwood use differentiated and appropriate strategies to support pupils who present with sensory processing difficulties as part of the pupils' daily sensory toolkits/ routines and sensory circuits. Strategies are based on the individual being hypersensitive, hyposensitive, or a sensory seeker to sensory input. For more information regarding our sensory processing offer please see our **Sensory Processing Policy**.

Supporting Behaviours of Concern

What is a behaviour of concern?

At Briarwood School we define behaviours of concern as any behaviour which:

- reduces the quality of an individual's life.
- reduces access to learning.
- puts a child or young person at risk (physically or emotionally).
- puts the people around a child or young person at risk (physically or emotionally).
- leads to responses from other people which restrict opportunities for social contact, enjoyment or learning.

Behaviours of concern may show that:

- the child or young person's educational needs are not being met.
- the child or young person has needs or wants which they are not able to communicate through other means.
- the child or young person's medical needs are not being met – they may feel ill or in pain.
- the child or young person is experiencing demands which are too much for them.
- the child or young person is experiencing feelings such as frustration, anxiety, depression or anger.
- the child or young person is overwhelmed by their environment.
- the child or young person needs more help to understand what is expected of them.

In judging whether a particular behaviour is a cause for concern adults consider the child or young person's age and level of development.

Understanding behaviours of concern - Functional Behavioural Assessment (FBA)

The behaviours of concern displayed by pupils at Briarwood typically fall within the following categories: self-targeted behaviours, harm to others and damage to property. We believe that a certain behaviour is generally a rational, response to adverse circumstances. Rather than view the behaviour as part of the person, we need to change what goes on around the person, such as their environment or how adults support them. It is the responsibility of all staff at Briarwood to **look beyond the behaviour, understand what the behaviour is communicating and then provide appropriate person-centred, holistic support to enable pupils to achieve their full potential.**

This approach fits well with the '**Iceberg**' model of thinking – which states that although we are able to see the demonstrable aspects of behaviour, there is often a lot 'going on' that we don't see, in much the same way that 90% of an iceberg is submerged beneath the surface of the water.

In order to understand better the behaviours of concern displayed by children and young people we use Functional Behaviours Assessments. Functional behavioural assessment (FBA) is a precise description of a behaviour, its context, and its consequences, with the intent of better understanding the behaviour and those factors influencing it. Just as all behaviours of concern vary in their complexity and intensity, so too will each behaviour assessment. Not all pupils will require a detailed FBA. Some pupils will respond adequately to generalised school-wide approaches such as low arousal classrooms,

motivating activities, consistent classroom structures, visual supports and predictable routines. More complex target behaviours will most likely demand a more rigorous, and multi-disciplinary, form of assessment. A risk assessment will always accompany this process whenever there is behaviour of concern that poses a risk to the pupil or to others. Pupils whose behaviour is subject to a 'functional behaviour assessment' will have the details comprehensively outlined in their OLM.

The Functional Behavioural Assessment will provide us with an indication as to whether the targeted behaviour is:

1. **Sensory-driven:** sometimes people enjoy the feeling that certain behaviours give them, such as biting or head banging.
2. **Escape-driven:** sometimes people behave in a certain way in order to avoid, or get away from, things that they don't like.
3. **Attention/interaction driven:** sometimes people behave in a certain way in order to gain attention/interaction, even if it's negative attention/interaction.
4. **Tangible-driven:** sometimes people behave in a certain way in order to gain access to things that they want.

After the function of the behaviour is understood we can be more effective in implementing strategies to help the pupil self-regulate or change their own behaviour by teaching them appropriate functional skills. Understanding the behaviour also allows us to support the replacement of the target behaviours of concern by teaching the young person socially acceptable functional skills.

Developing Behaviour Plans - Optimum Learning Maps (OLMs)

Every pupil has an individually tailored behaviour plan that we refer to as an 'Optimum Learning Map' (OLM). The OLMs outline proactive and reactive strategies, in addition to teaching contextually appropriate skills, developing communication systems and suggestions on modifying the environment to support the young person to learn the necessary skills that will enable them to self-regulate and manage their own behaviour. By colour coding the OLM we show the different stages of the behaviour as an individual's behaviour moves between: **Green** - 'typical behaviour' (baseline), **Yellow** – triggers, **Amber** – escalation, **Red** - Behaviour incident, **Blue** - debrief and recovery strategies. All staff are expected to follow the strategies mentioned in the pupils' OLM consistently in order to support the pupils when moving between the different stages of behaviour safely and effectively.

All pupils at Briarwood have an Optimum Learning Map and that parents/guardians have agreed and signed these. Supporting our young people to take control over their life and develop the ability to make informed choices is fundamental to our approach and practice in all areas. Where possible students will participate in the decision making process and in the planning and review of their OLM. OLMs are reviewed yearly across the school but given that OLMs are 'live' document, the class teachers in consultation with Head of School must regularly update them if the behaviours presented change/evolve to ensure a consistent, pro-active approach.

Proactive and reactive strategies

Proactive Strategies are interventions which are used on an ongoing basis in an attempt to reduce the likelihood of occurrence of behaviours that challenge (sensory breaks, reward systems, verbal praise, environments, and visual timetables).

Reactive strategies are designed to keep the person and those around them safe from harm. They provide a way to react in a situation where the pupil is dysregulated and putting themselves or others at risk (distraction, redirection, suggesting time away, reminding of rewards, RPI). When a behaviour of concern occurs, or is likely to occur, staff follow a gradient which is preventative and supportive, using the strategies which are least restrictive and least likely to cause distress to the child or young person.

Supportive and functional environments

Briarwood School sets high standards for the general appearance of classrooms, and for their upkeep as the environment in which pupils are taught can have a significant impact on their behaviour and engagement.

In addition, one of the foundation values of Positive Behaviour Support is the focus on fixing the environment around a person, not the person. Therefore, by adapting the environment we can support our young people to minimise behaviours of concern and improve their quality of life. In order to promote positive and appropriate behaviour, the learning environment must be both **supportive** and **functional**. A supportive environment depends upon the attitudes and actions of the people in the environment. A functional environment depends upon the environment's suitability for meeting a person's needs.

A supportive environment is characterised by:

- a calm, purposeful working atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- a caring attitude amongst staff
- tolerance
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

A functional environment is:

- safe and secure
- tidy, uncluttered and clean
- strongly visual
- clearly demarcated for activities
- labelled appropriately to the students' needs
- optimally stimulating
- sufficiently resourced

The right to a supportive and functional environment is recognised for staff and pupils alike, and responsibility for maintaining this environment rests with every member of the school team. As pupils develop, their learning environment should develop alongside them; therefore, constant review and evaluation are necessary to ensure the environment remains both supportive and functional.

Please refer to the Positive Behaviour Management Handbook and the [Briarwood Optimum Learning Environment document](#) for more information.

Scaffolding self – regulation and positive behaviours

The promotion of positive behaviours in our expectations is an essential part of fulfilling our vision. The following are the things we do to support our children and young people to manage their own behaviour successfully.

- Routines
- Develop positive relationships with our young people
- Focus on functional communication
- Classroom Rules
- PSHE Curriculum
- Pupil debrief sessions
- Interventions
- Teaching of functional skills as identified by our behaviour assessment
- Teaching coping mechanisms
- Modelling positive behaviours

Supporting individual needs

Throughout the day activities are personalized to the pupils' individual needs in order to provide positive experiences in which children and young people will want to participate. In planning activities, teachers will take account of:

- effective communication model
- individual likes and dislikes
- the level of structure and predictability needed
- the support which helps at a time of anxiety or frustration
- how individuals make choices and the choices which are important to them
- how much personal space an individual needs
- attention span
- what individuals find easy or challenging
- friendships and key relationships and any difficulties with specific people
- how they respond to adults and other children
- sensory needs
- health needs including levels of fatigue
- effective communication strategies
- advice from CAMHS, Occupational Therapists, Music Therapists, Educational Psychologists, Physiotherapists and Speech and Language Therapists
- information from families about preferences and favourite activities

Advice for staff when dealing with behaviours of concern

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of dynamic risk assessment may allow the time to decide on the appropriate action necessary.

- **Remaining calm** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.
- **Awareness of Space** – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.
- **Pacing and Chasing** – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently.
- **Intonation and use of voice** - When people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.
- **Time away.** This involves guiding a child or young person away from a situation which they may find difficult into a 'safe space' and giving them time to calm. Safe spaces will be identified for individual children and young people as part of their OLM. They can be any space where the child or young person is likely to feel safe and comfortable, where they have room to move freely, where there is minimal distraction and minimal risk of injury and where they can be supported or closely observed by an adult. They may be indoors or outdoors. The adult may offer a calming or distracting activity such as going for a walk, running around the playground or playing with a favourite comforter. It may be necessary to use a (restrictive) physical intervention to move the child or young person away from the immediate situation where their behaviour is likely to harm others. Children and young people may also make their own choice to withdraw to a safe space for a short period of time. A member of staff will be present in the 'safe space' with the child or young person to observe them and help them calm. If they indicate that they do not want an adult with them, this choice will be respected. However, an adult will continue to observe them from a short distance and will encourage them to interact as soon as this seems appropriate.

Step by step behaviour management

1. **Prevent:** Most of our time and energy goes into proactive strategies and preventing behaviours of concern from happening in the first place.
2. **Intervene early/distract:** As soon as a pupil starts to show signs of dysregulation, that's the time to act or step back and wait until the pupil has self - regulated.
3. **De-escalate:** At this stage, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state.
4. **Make the situation safe:** in the event that staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging.

5. **Restrictive Physical Intervention (RPI):** As a last resort, and only when all of the previous graded steps have failed, it might be necessary to physically support a pupil (using Team Teach approved techniques) in order to keep everyone safe.

Sometimes, when faced with a significant behaviour incident, the judgement may be that by becoming physically involved the member of staff will increase the risk of somebody getting hurt. In this case the correct decision may be to support the young person into a safe space and give the pupil time and space to regain self-control. At this point, the staff must decide on the most appropriate course of action which is to make the environment safe, remove the audience, take vulnerable children to a safer place, remove all potential hazards and weapons, ensure that colleagues know what is happening or get help. The chosen actions should always be designed to reduce the risk to others and to yourself.

The use of barriers

Physical barriers may only be used when there is an identified risk – for example, lessons may be organised so that a child or young person is seated behind a table to reduce the risk of hurting other children or interfering with learning. Padded helmets may, in exceptional cases, be used to prevent or reduce harm from self-injurious behaviour. They are only used as a last resort when alternatives have not been effective and following a multi-disciplinary assessment of the child or young person's needs involving school staff, parents and an Occupational Therapist.

Wheelchairs or specialist seating may have straps or supportive harnesses which are designed for safety and support but also prevent children and young people moving freely. The use of such seating for children and young people who have a degree of independent mobility must be fully discussed with parents, school staff and the Physiotherapist or Occupational Therapist to ensure a balance between physically appropriate positioning and freedom of movement. While straps and supportive harnesses may be used to keep children and young people safe (e.g. preventing them from falling out of a chair), they must never be used simply to prevent a child or young person from leaving an activity.

The use of physical barriers must be clearly set out in the pupils OLM and Individual Risk Assessment which is subject to regular review by school staff, parents and Occupational Therapists or Physiotherapists as appropriate. They may only use if it is the least restrictive way to meet the presenting need; and when it can be clearly shown to be in the best interests of the child or young person.

Prohibited items, searching pupils and confiscation

At Briarwood school the Executive Headteacher and the Executive and Senior Leadership teams have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.

- Stolen items.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

An **offensive weapon** is any article which is made, intended or adapted to cause injury. These can include:

- Those that are made as an offensive weapon (e.g., knuckle-duster, dagger) or adapted (e.g. broken bottle) for use for causing injury to the person; and
- Weapons not made or adapted (e.g., kitchen knife, spanner, hammer) but intended by the person having it with them for causing injury to the person.

If we suspect that a pupil has a possession of a weapon (or a pupils says so) staff may conduct a search. When completing a search, staff will ensure the following:

- That there are two members of staff in the room.
- That the search is conducted discreetly.
- That you explain the purpose of the search to the student.
- Record the reasons for the search.
- Record the time, date and location of the search and any items found.
- Then ensure that this is recorded on your safeguarding system, even if you do not find anything during the search.
- Inform parents/carers that a search has taken place and explain clearly the reasons why the search has taken place.

(Offensive weapons in educational settings guidance, 2020)

In case any of the above take place then this should be treated as a behaviour incident and the debrief procedure for the students, staff and parents should be followed.

Pastoral offer

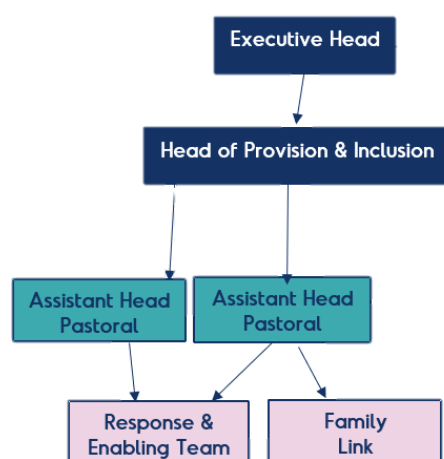
(Inc. systems and processes)

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Pastoral Support

At Briarwood we endeavour to ensure that all pupils are able to access a provision that is inclusive to their individual needs. In order for our mission statement 'Enjoy, Engage, Learn' to be achieved, we must ensure the holistic needs of our pupils are met; emphasising the importance of pastoral care and support.

The Pastoral Team is overseen by the Head of Provision and Inclusion to ensure that the educational, personal and social needs of learners are met through an effective provision and inclusive education offer. *Please see job descriptions above for further detail on specific responsibilities.*



The Pastoral team is overseen by the Head of Provision and Inclusion to ensure that the needs of learners are met through an effective provision and inclusive education offer. Briarwood's Pastoral Team provides advice and guidance for the school, specifically within the following key areas; behaviour, wellbeing, therapies, attendance, personal development and parent partnership.

Pastoral support can be accessed at various levels, as appropriate to the pupils needs. This can range from whole school upskilling to identifying pupils for appropriate interventions, or accessing a bespoke provision.

Levels of Pastoral Support

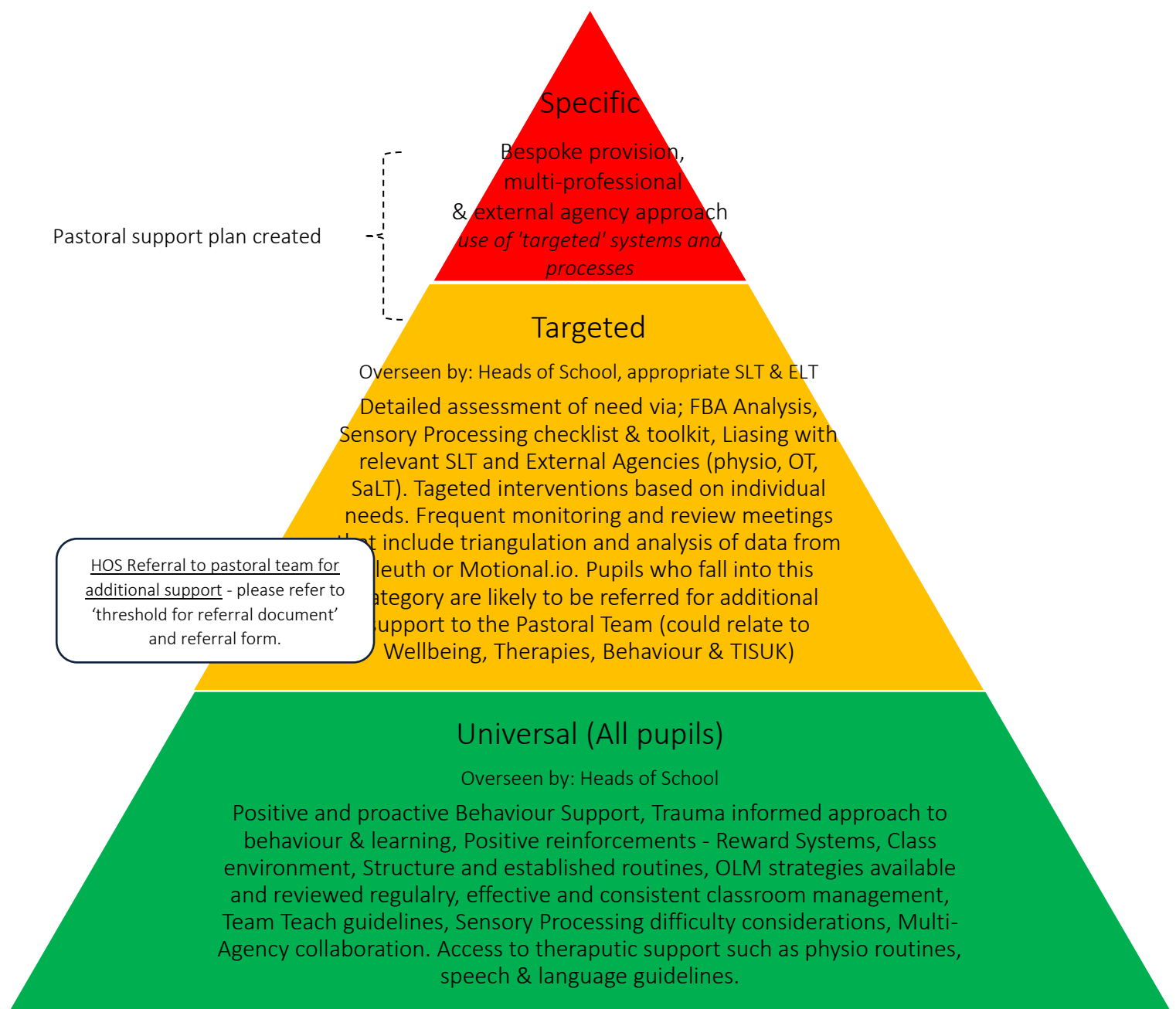
Support is distributed to the relevant person/s within the Pastoral Team based upon information provided within the referral form from the Head of School (HOS) with input from the class Teacher. Referral forms can be sent once the HOS has established the pupil requires additional input, beyond their initial "Universal" support. Referrals are sent via email to the Head of Provision and Inclusion, and then disseminated as appropriate and level of support is outlined:

Universal Whole-school approach and class based pastoral care (i.e. myself curriculum)

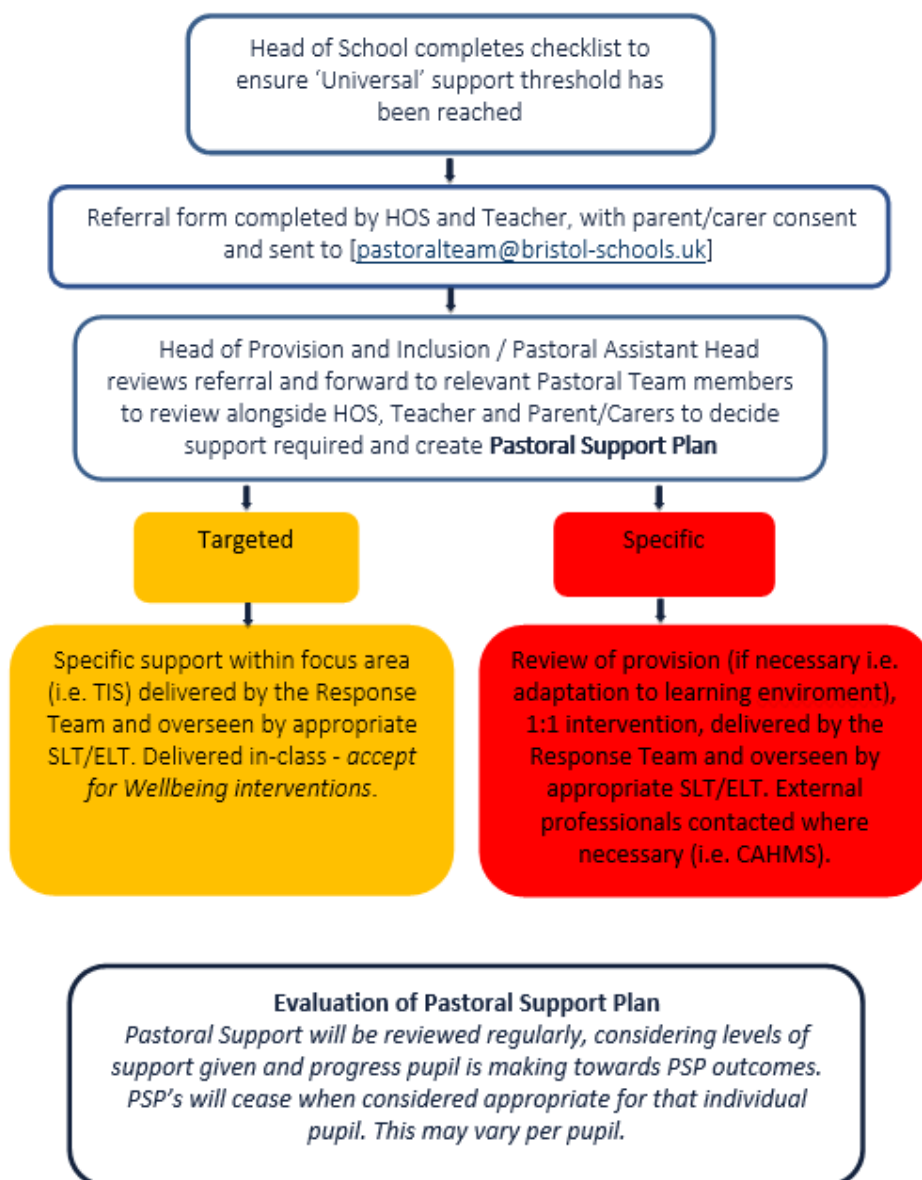
Targeted (Pastoral support plan implemented) Universal pastoral care with additional intervention or strategies to support specific area (i.e. behaviour, wellbeing, attendance)

Specific (Pastoral support plan implemented) Bespoke support package, with potential for modified provision (i.e. adapted environment)

Please see the implantation triangle below for a detailed overview:



Referral forms can be sent once the HOS has established the pupil requires additional input, beyond their initial “Universal” support. Referrals are sent via the pastoral email (pastoralteam@bristol-schools.uk) and then disseminated as appropriate and level of support is outlined:

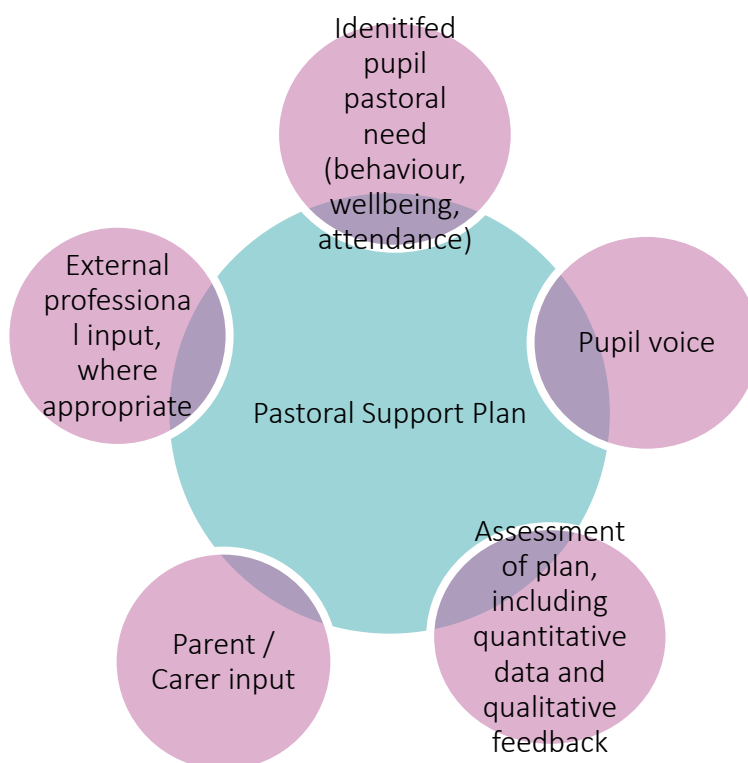


Pastoral Support Plans

“plan, do, review”

Pastoral Support Plans (PSPs) are designed to create pupil specific outcomes linked to the support they are receiving at either a targeted or specific level (See Appendix C). It is important that these plans are created alongside the acknowledgement of the parent/carer to ensure they consent to the level of additional input recommended by the school. These conversations also provide the opportunity to ensure that parents/carers needs are not missed or overlooked. This could be for example, signposting parents/carers to relevant professionals such as Early Bird courses, Community Learning Disability Teams, Mental Health support networks, and so on.

The plans will be reviewed and monitored by an appropriate member/s of the Pastoral Team to ensure pupils who have a PSP are making progress towards outcomes relevant to their needs highlighted in the referral i.e. if a pupil is referred for a Trauma Informed Schools intervention, we would monitor outcomes on Motion.io related to their emotional wellbeing. The regular review of the PSPs and triangulation of relevant data (behaviour, attainment), pupil voice and parent opinion ensure we are providing successful pastoral care. Plans will be used to provide provision evidence where needed, as part of the application for top-up funding, if necessary.



Steps to Inclusion

It is our aim at Briarwood to support student's readiness for life beyond school, this applies to all students regardless of which graduated Pastoral support category they fall into (see triangle above). To ensure successful steps to inclusion it is fundamental there is a robust re-integration and inclusion strategy, we call this our "steps to inclusion".

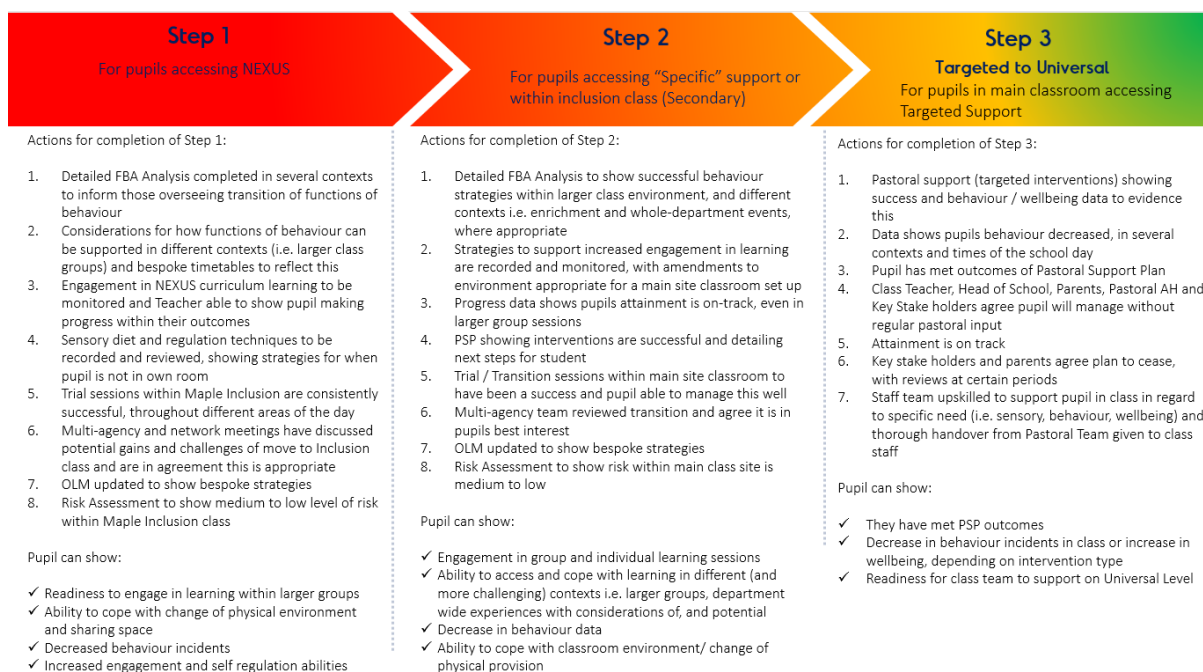
For some students who are within the Specific category, for Risk Assessment purposes it may not be appropriate to re-integrate into the main site. If this is deemed the case by school and key stakeholders, then the Steps to Inclusion will be in reference to their life beyond school and pathway to services beyond Briarwood.

There are 2 defined routes based upon whether a plan for a student to reduce levels of support and be supported within a main class site, or, steps to inclusion that considers the same level of support (due to risk as aforementioned) within their life after Briarwood.

For detailed action planning on each step on inclusion please refer to the Behaviour and Pastoral Handbook.

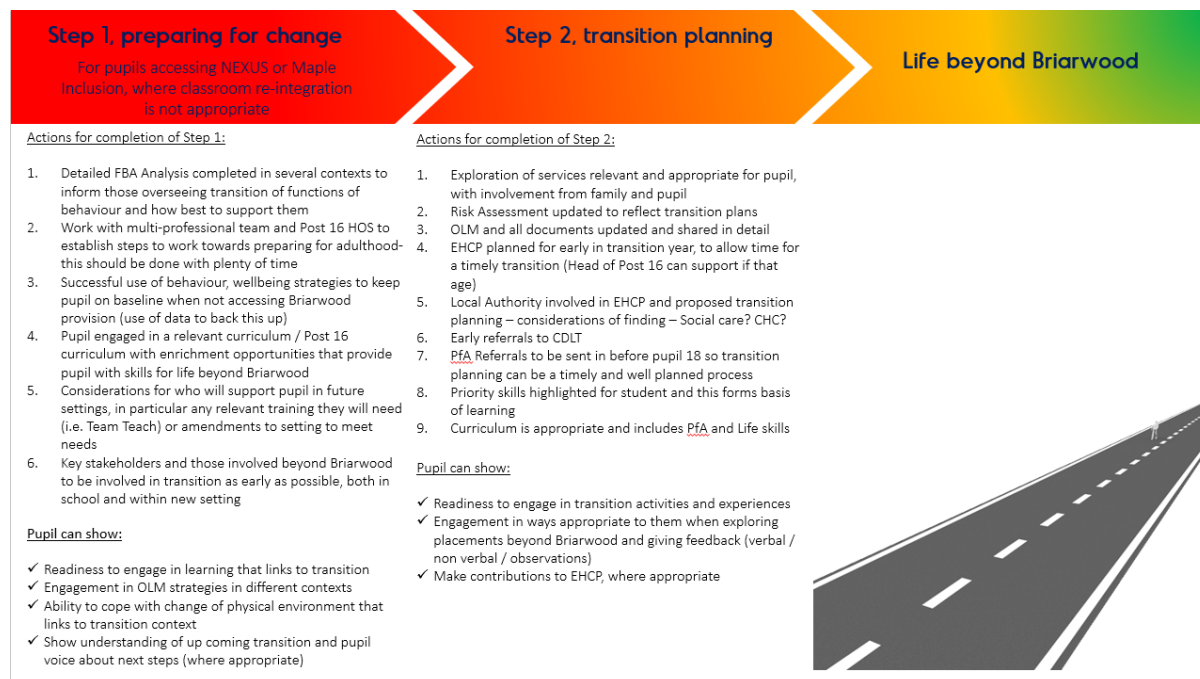
Route A – From Specific to Universal Support

If deemed appropriate for the individual pupil, Route A has defined steps that support re-integration into a main site classroom. In order for this to be successful we recognise the steps must be carefully considered and reviewed throughout.



Route B – Preparing for life beyond Briarwood

This route is considered for students who will remain with “specific” levels of support, considering readiness for “life beyond Briarwood”.



Positive Handling

Statement on the use of Physical Touch

No school should have a **"No Touch Policy"** (*DES Guidance 2011*). Situations in which physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact and as long as this is within public view, sensitively carried out and age/person-appropriate. Please refer to the Positive Behaviour Management Handbook, Briarwood School's **Positive Touch Procedure** for more information.

Positive handling and physical interventions

At Briarwood we believe there is a clear distinction between physical contact/touch, restrictive and non-restrictive physical interventions. At Briarwood no physical intervention is used unless it demonstrably considers the welfare of the pupil, it is in their best interest, is proportionate and balances the rights of both staff and pupils. None of these methods are used as sanctions or punishment or as a response to staff shortages. Briarwood School acknowledges that restrictive physical techniques are only a small part of a whole school approach to behaviour management. Physical Interventions may include (*RPI July 2002*):

- **Prompts:** This is the lowest form of using force to control a person behaviour.
- **Guides:** Moving someone forward but they have the ability to leave.
- **Escorts:** The person is unable to leave you because you are holding them. The person is complying. It may be moving a person from point A to point B to keep them safe.
- **Restraints:** Physical control with the application of reasonable force with the intent of overpowering the person.

Positive handling/non-restrictive physical interventions

This is a proactive, supportive strategy to divert a pupil from a disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant or supportively holding a pupil to keep them or others safe until they have regained control of themselves. It can also assist pupils where they have the choice to move away from the cause of distress without the need to touch the pupil.

At Briarwood every effort is made to resolve conflicts positively using a gradual, graded system of response. This Policy describes a range of strategies which should be employed to de-escalate a situation. Pupils are encouraged to use these strategies with support from staff. However, when a situation continues to escalate, it may be necessary to employ Restrictive Physical Interventions.

Restrictive physical interventions (RPI)

The term 'restrictive physical interventions (RPI)' refers to *'any method of responding to behaviours that challenge which involves some degree of direct physical force to limit or restrict movement or mobility'* (*Harris et al, 2008*). The *Section 93* of the Education and Inspections Act 2006 and the Use of Reasonable

Force (*DfE, July 2013*) allow the use of **reasonable force** or physical restraint, as a last resort and where there is no other acceptable alternative. It clearly outlines 4 areas when use of reasonable force is justifiable:

- To prevent a pupil causing injury to themselves.
- To prevent a pupil from seriously damaging property.
- To prevent a pupil causing injury to others (students or staff).
- To prevent a pupil from causing serious disorder.

The **underlying principle** of any restrictive physical Intervention (RPI) should meet the following **legal criteria**:

- Why was the Intervention **necessary**?
- Could it be deemed **reasonable**?
- Was it **proportionate** to the degree of risk?
- How was this in the **best Interests** of the pupil?

There is no legal definition of what reasonable, proportionate and necessary is however at Briarwood School all instances of Restrictive Physical Interventions (RPI) should:

- Use the minimum degree of force necessary for the shortest period of time.
- Be proportionate to both the behaviour of individual pupils and the degree of harm / damage they are likely to cause.
- Only be used when all opportunities to de-escalate a situation have been exhausted.
- Never use force to ensure compliance in circumstances where there is no risk of injury, serious disruption or serious property damage.
- Should only involve the use of a Team Teach Technique that staff have been trained in the use of. However, in emergency staff will act within the best interest of the child.
- A distinction will be maintained between the use of an emergency intervention, which is appropriate to a particular circumstance, and the use of planned intervention.

Staff are strongly advised that they inform the Response Team and Head of School when they are engaging in an RPI to support a pupil by pressing the class alert. For quality assurance a member of staff should always observe the hold and suggest any necessary adjustments.

The use of Reasonable Force

As the safety and wellbeing of all staff and pupils is paramount, staff should always first give consideration to both their own safety and that of others as well as remember that we only ever use the minimum level of force needed for the shortest amount of time to restore safety. The guiding principles relating to the use of reasonable force are as follows:

- It is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- As soon as it is safe, the restrictive physical intervention will be relaxed to allow the pupil to regain self-control.
- Every effort would have been made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.

- To prevent severe distress, injury, or damage, only the minimum force for the shortest amount of time will be used.
- Procedures are in place for supporting and debriefing pupils and staff after every incident as it is essential to safeguard the emotional well-being of all parties involved.
- After an incident, staff will be able to show that the intervention used was in keeping with the school's positive behaviour management policy.

All members of school staff have a legal right to use reasonable and proportionate force. This right applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers as long as they are accompanied by a trained Team Teach member of staff and they are doing so under their supervision and guidance (*Section 93 Education and Inspections Act 2006*).

The RPI techniques are intended to reduce risk and Team Teach techniques always seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using the appropriate accident form. In some circumstances, following the use of more restrictive holds, it is acknowledged that pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief and transient and poses less of a risk than the behaviour they are employed in response to.

Emergency Restrictive Physical Interventions (RPI)

An emergency RPI may be employed in response to an incident requiring a rapid physical response (for example a child running on to a road). In such circumstances the ideas of **duty of care** and **reasonable, proportionate** and **necessary** actions must remain paramount.

Planned Restrictive Physical Interventions (RPI)

A planned RPI is being employed by staff in response to an identified behaviour/risk in order to keep everyone safe when all other strategies have been unsuccessful and the pupils is posing a significant risk to him/herself and/ or others. They should be described in writing (in the OLM), in advance, by the Head of School and class team working with the student and, as far as possible, agreed and signed by the pupil's parents/ carers. The identified strategies are based upon the individual pupil risk assessment and are recorded in OLMs. Diffusion/ de-escalation techniques should be implemented before any restrictive physical intervention and all restrictive physical interventions should be reasonable and proportionate for the situation.

Protocols for RPI's

If staff are in a position in which an RPI must be used, and is considered Reasonable, Proportionate and Necessary then the following RPI school guidelines must be followed;

- Alert must be pressed to inform Response Team / SLT on site
- RPI must be recorded in 24 hours of the RPI taking place and include;
 - RPI observer (witness)
 - Phone call home to let parents know RPI has taken place

- Staff debrief
- Pupil debrief

Following these protocols ensures we are adhering to TeamTeach legal guidance and reflecting on any RPI taking place, alongside supporting pupil and staff wellbeing.

Duty of Care

Every adult has a **duty of care*** towards the young people and students should be in an environment where known triggers are kept to a minimum and planned strategies have been put in place to cope with a trigger if it is unavoidable. Employers also have a **duty of care*** towards their staff and must take action to reduce foreseeable risk to all adults working on the school premises (See staff training below).

*A **duty of care** is defined as the **legal obligation** imposed on an individual requiring that they adhere to a **standard of reasonable** care while performing any acts that could foreseeably harm others.

Reporting and recording the RPI

Following an incident where a restrictive physical intervention has been used, the incident must be recorded on Sleuth within 24 hours of the incident occurring (only restraints/ holds and escorts need to be recorded). In the case of physical injury occurring to the pupil and/or other students or staff appropriate an incident/accident forms also need to be completed. Optimum Learning Maps (OLM) and risk assessments should be reviewed and updated if necessary after every significant incident.

Complaints and allegations

If any staff have experienced another member of staff using '**unacceptable use of force**' and not Team Teach approved techniques they must report this to the Head Teacher as soon as possible. Where a complaint or allegation is made, the school will follow the Local Authority protocol, as explained in the section 'Allegations against Staff' in the Local Authority Child Protection Procedures. Staff are strongly advised to avoid the following as they are judged to be unreasonable:

- Hold a student round the neck or by a collar as it may restrict breathing.
- Touch or hold a student in a way that may be considered indecent.
- Twist or force a limb against the joint.
- Hold a student by the hair or ear.
- Slapping, punching or kicking a student.
- Hold a student on the ground.

Individual Pupil Risk Assessment

Our Risk Assessment and Management proforma has been developed to improve the safety of staff through a consistent approach to the assessment and management of risks associated with pupils that display behaviours of concern. The risk may be to the pupils themselves, other pupils, staff or property.

All information recorded in the risk assessment document must be cross – referenced with the pupils OLM and must be treated with confidentiality.

A clear **risk assessment** and **management strategy** will help staff to make decisions about what can reasonably be done to reduce foreseeable risks. At the same time, it will help prepare staff for times when things go wrong. Behaviours that challenge are often foreseeable, even though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. The identification and evaluation of the severity of risks dependent upon specific decisions and actions. This judgement is then balanced against an assessment of the likelihood of these risks happening.

Following a Risk Assessment a specific behaviour presented by a pupil may deemed unsafe and therefore a young person might not be able to carry out a particular activity in school or offsite. This is not to be considered as punishment for the presented behaviour but a safety measure until the activity can be made safe for this young person.

Personal Protective Equipment (PPE)

If a pupil's risk assessment includes past incidents and tendencies for biting, pinching, grabbing hair, scratching or any other behaviour that can put the staffs' health and safety at risk, then the school will supply appropriate PPE. In this case the appropriate piece of equipment will be named on the pupil's risk assessment and OLM. All staff that work with these pupils are obliged to use the PPE provided. Failure to do so may lead to disciplinary or other procedures outlined in the most appropriate school policy.

Practical considerations

Post incident debrief

Adults who have been involved in a significant incident may need time away from the class to recover and/or talk through what has happened. In this case, other members of the team should ensure that this is possible by calling on help from the response team SLT on site. At Briarwood School all staff are responsible for creating a climate where colleagues who need time away or other support feel able to ask for it.

De-briefing opportunities will also be available in several ways for staff and pupils to assist them in managing situations that have caused or may cause distress. An incident debriefing meeting assists people, particularly staff, to overcome the effects of the incident by:

- Talking about what happened.
- Expressing how they feel as a result of the incident.
- Identifying any individual stress reactions (i.e. physical, emotional, thinking and behavioural).
- Identifying some ways of dealing with stress reactions.
- If appropriate, independent referrals can then be made to outside agencies and professionals such as Education Support Partnership, which offers individual support, information and counselling to staff 7 days a week/24 hours a day.

Debriefing and Support for staff: During staff debriefs, team members reflect upon a recent experience, discuss what went well and identify opportunities for improvement. They attempt to build a common understanding—by clarifying roles, priorities and goals—remove obstacles to collaboration, and reach agreements about how to ensure future success. Due to the complex behaviour and medical needs of our pupils it is important to note that incident debriefing meeting can be used for any sudden distressing event at Briarwood. The staff debriefs are to be recorded via the Debriefing Staff Form and uploaded on Sleuth under that behaviour incident recording.

Debriefing and Support for children and young people: We believe that children and young people should always be given the opportunity to repair the relationship with an adult or peer following an incident. Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected. We do this through our pupil debrief process.

Following a pupil debrief, the pupil's views and comments of their feeling will be recorded via the Debriefing Pupil Form and uploaded on Sleuth under the behaviour incident recording. For pupils where this may not be possible a comment and brief description of how they presented after the incident will be recorded. Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

Behaviour reporting and recording

At Briarwood the behaviours of concern that are presented by the young people are categorised into different colours according to the **degree of harm** that they (may) cause – every presented behaviour has been sorted under these four categories and you can find them in the Whole School RAG Rated Behaviours Document in the Positive Behaviour Management Handbook.

- **Green** – There is **no harm** as a result of this behaviour – ‘disruptive behaviours’ are considered green behaviours. A green behaviour can cause a red mark but this will disappear shortly after the behaviour was presented.
- **Yellow** – There is a **low to minor harm** as a result of this behaviour. These are injuries causing bruises and marks but no significant long-term effects and no significant absence from work (less than three days). A red mark that disappears shortly after the behaviour was presented is considered green behaviour, not yellow.
- **Amber** – The member of staff suffers an **injury** as a result of this behaviour. This injury can/may cause long-term absence from work (over three days). Any behaviour that breaks the skin (bites/ scratches) are considered an amber behaviour due to the risk of infection. Also, hair pulls that cause neck or back pain and absence from work (up to two weeks).
- **Red** – The member of staff suffers a **major injury** (such as broken bones), that leads to long term absence from work (over two weeks) and/ or can potentially result to death.
- **Attempts** - A pupil attempted a behaviour but was either stopped by a member of staff or was not successful in making contact. We only record attempts for high risk behaviours such as; biting, head-butting, throwing chairs etc.

At Briarwood we have identified two different ways of recording behaviours, **behaviour frequency** and **significant incidents**. Our chosen behaviour recording software tool is Sleuth.

Behaviour Frequency

The class team tallies every behaviour the pupils display (green, yellow, amber and red) daily into a frequency chart form. Every Friday these are handed in to the admin team for the data to be inputted on Sleuth. All the behaviours on the pupil’s frequency charts are taken from the ‘whole school RAG rated Behaviours Document’.

Significant Incidents

We consider a significant incident;

- Every incident that the behaviours displayed falls under the amber or/ and red category in the whole school RAG rated behaviour document.
- Any incident that is out of the ordinary for the pupil even if there weren’t any amber or red behaviours presented.
- Every incident that required the use of a Restrictive Physical Intervention (RPI).
- Pupil on pupil Incidents – these are recorded on Sleuth as significant incidents.

Every significant incident is being recorded directly on Sleuth or on the incident tick sheet. These should be completed within 24 hours of the incident occurring. It is the Head of School’s responsibility to ensure that the behaviour recording and monitoring is consistent and is used effectively in their department.

Behaviour data reports

Teachers and Head of Schools have access to a series of data reports on Sleuth that have been designed by the Assistant Headteacher. These are used by each class to monitor behaviours in terms of

frequency, date, time, location and type of behaviour presented by every pupil. The information is presented in an 'easy to read' graph format which prompts class teams to discuss any issues arising from the data and identify next steps.

All data are used to monitor pupils' behaviour and where there is increase to support accordingly. Behaviour data are also part of Universal Support meetings each term that attempt to identify patterns and employ an action plan to support with emerged patterns.

Behaviour and Wellbeing interventions

After a referral has been made by a class teacher/ team, a pupil has been identified through Sleuth due to an increase in a pupil's frequency and/ or severity of behaviours that challenge, the Head of School will observe and analyse the pupil's behaviours of concern. Following that, the response / intervention team may work this individual pupil or a small group to carry out interventions. These interventions may include: support anxiety decrease, communication, develop anger management, friendships, self-esteem, communication and regulation of sensory needs. The school uses a variety of evidence-based intervention programmes and a baseline and progress tracking system in order to assess and measure the impact of the interventions.

Wellbeing interventions are available for pupils who are highlighted through Project Encompass, or via information being passed through parents, teachers, social workers or other professionals. Referrals are expected, in order to prioritise pupils. Interventions are based upon supporting relationships, managing emotions and building attachment. The interventions are delivered by the Intervention team which have successfully gained the **Trauma and Mental Health Practitioner Status** through **Trauma Informed Schools UK**. Wellbeing Interventions are created via Motional.io, an online tool used to identify areas that the pupil requires support. All interventions are monitored weekly and formative and summative assessment systems such as behaviour data, teacher feedback, Motional.io assessment are used to measure impact.

Supporting and Training Staff

Behaviour support and training is essential to support the development of successful behaviour strategies across the school through the upskilling of staff teams. Training on offer includes but is not limited to: Team Teach Level 1 and 2 Training, Positive Behaviour Support at Briarwood, Positive Behaviour Support Workshop, PBS Awareness Training, Behaviour Systems and Processes, How to support Mental Health and Trauma Practise within Class, Trauma and Wellbeing, practical activities, TEACCH, PECs, PBS for Senior Leaders, Diploma in Practice Leadership in Positive Behaviour Support.

Our current, chosen Accredited Training organisation in Positive Behaviour Management & Physical Interventions is '**Team Teach Ltd**'. Team Teach is a holistic, Positive Behaviour Support approach, which emphasises that 95% of behaviour management is the employment of de-escalation techniques. Alongside approved methods of Restrictive Physical Intervention (RPI), staff learn risk reduction techniques and the theory and rationale behind Positive Behaviour Support.

It is the duty of the Head Teacher to ensure adequate training is provided for all authorised staff in order to operate this policy. Training will be regular (both formal [re-accreditation] & informal, according to need) and in line with the Team Teach code of practice. At present the school has six Team Teach tutors and is able to provide courses for all members of staff. Inevitably there will be a period of time between new staff arriving at the school and the opportunity for them to have Team Teach training arising. During this interim time, untrained staff will not be expected to engage in restrictive physical interventions with students except in an emergency when the health and safety of others would seriously be put at risk by a failure to do so. This is in line with Team Teach guidelines. For more information please read the Positive Behaviour Management Handbook.

If a member of staff feels that they need additional training or practical or emotional support it is important that they seek help at an early stage, particularly if they are experiencing stress or anxiety when working with any children or young people. The ability to seek help and support is seen as a sign of professional strength.

In addition, if any member of staff believes that one of their colleagues needs support or guidance they are expected to encourage them to seek help, and to learn from each other's practices where necessary. Alternatively, a concerned colleague should approach the Head of School or a member of SLT. This is a safeguarding responsibility.

All new members of staff will receive a comprehensive induction package that includes Positive Behaviour support, Team Teach, Trauma informed approach and other core elements mentioned in this policy.

Shared vocabulary

At Briarwood we believe that certain words, or descriptions, can be unhelpful and potentially misleading when used to describe the behaviour of pupils with learning disabilities. For this reason, Briarwood is very prescriptive about the terminology that staff are using. This relates to all forms of spoken and written communication. The following terms are **acceptable**: challenging, dysregulated, distressed, unhappy, unsettled, and anxious. The following terms are **not acceptable** for use: annoying, bad, violent, aggressive, dangerous, and naughty.

Professional challenge

At Briarwood, every member of staff has a duty of care to act in the best interest of pupils, especially if they have reasonable grounds to suspect that a colleague is operating outside the parameters laid down in this policy. Briarwood wants to give a voice to any member of staff in this type of situation by encouraging a culture of 'professional challenge'.

In the context of this policy, the action would relate to some aspect of behaviour management. For example, a member of staff might be concerned that seclusion is being used to manage behaviour or a member of staff was shouting at a pupil. In this case, staff are encouraged to have conversation with the colleague in question; this is often enough to clarify any misunderstandings. Alternatively, share any concerns that they have with a member of SLT. Undermining colleagues must be avoided at all costs, and so any such conversation should be discreet, conducted in private at a suitable time and never in front of pupils.

The baseline assumption, for every member of staff should be that they are doing 'the best that they can under the circumstances'. Staff who operate within the parameters of this policy, pupils' OLM and Team Teach training and code of conduct will always receive the full support of SLT in the event that they are professionally challenged by a colleague.

Liaising with parents/carers and other agencies

Children and young people only achieve the best outcomes where school and family work together. The school asks parents and carers to keep us informed of any situations (such as changes in family circumstances or health issues) that may impact on behaviour or wellbeing and will keep parents informed of relevant situations in school.

Class teachers will maintain daily communication with parents/carers via 'home-school' diaries and SeeSaw. These will usually be completed by the class teacher but might be delegated to a Learning Support Assistant or Teaching Assistant. The home-school diary will provide a brief summary of the pupil's day, including information about their behaviour. Class teachers are always willing to meet with parents/carers to discuss, any behaviour related concerns that they might have. Parents/carers should also feel free to speak directly, with the Head of School or a member of the Senior Leadership Team (SLT) if, after conversing with the class teacher, any unresolved issues remain.

Other agencies and professionals will be engaged when considered necessary and in the best interests of the student or young person.

Exclusions

We do not believe that exclusion is the most effective way to support learners with SEND and we will always try to adapt and personalise the provision for all of our pupils in order to ensure that they are able to access education. However, in extreme and exceptional circumstances, the Executive Head teacher may need to exclude a pupil temporarily - this will be considered very carefully.

A decision to exclude a student from Briarwood will be taken only in response to serious breaches of the school's positive behaviour management policy, a significant risk to themselves or others or if allowing the student to remain in school would not be in the student's best interest. Where students are at serious risk of exclusion, the Local Authority and all relevant external agencies will be involved and an urgent meeting will be called. Exclusion will be the last resort after all other steps have been exhausted. At Briarwood School, under exceptional circumstances as listed above, we can exclude students for a maximum of 5 days. After reaching this limit, if we determine that we cannot meet the student's needs, we will begin the process of consulting other schools to find a new provider. This new school will then be named on the EHCP.

During the period of transition to the new provider, it is our responsibility to continue providing education. This can be achieved through an Alternative Provision (AP), home learning, or outreach programs. It is important to note that, as Briarwood School is named in the EHCP, we are still legally obligated to be the provider of education

Cancelling exclusions:

The Executive headteacher may cancel an exclusion that has already begun; however, this should only be done where it has not yet been reviewed by the governing board.

If an exclusion is cancelled:

- The headteacher must notify the parents, the governing board and the LA - as well as the social worker and VSH, where relevant - without delay. Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled.
- Briarwood school will report to the governing board on the number of exclusions which have been cancelled every term, including the circumstances and reasoning for the cancellation.
- The pupil should be allowed back into school.

Sexual abuse and harassment

It is important to define key terms linking to this section. Please see below definitions:

Sexual Harassment

Unwanted conduct of a sexual nature such as verbal or sexual comments including taunting, online sexual harassment including sexting, sexual exploitation, coercion and threats. Although sexism and sexual harassment affect both girls and boys, girls tend to be more likely to be affected (Save the Children, 2021). Ofsted's latest review recommends we should assume sexual harassment is happening in your school, even if there are no specific reports of it. It can happen online and offline, and can include sexual comments, sexual 'jokes', and physical behaviour, and online harassment such as sharing of nude and semi-nude images or videos, and unwanted sexual comments and messages

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling pupil-on-pupil sexual abuse and harassment are detailed in the Harmful Sexual Behaviours policy.

Harmful Sexual Behaviours

Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

For more information on the management of sexualised behaviours please refer to the Harmful Sexualised Behaviour Policy.

For documents and a more detailed overview of behaviour management at Briarwood, please read our Behaviour and Pastoral Handbook.

References, appendices and links

Links with other policies

- Health and Safety Policy
- Safeguarding Policy
- Self – Harm policy
- Anti-Bullying Policy
- Manual Handling Policy
- Sensory Processing Policy
- Relationships Policy
- Harmful sexual behaviours Policy

References

- Offensive Weapons in Educational Settings – Guidance for schools, colleges and other educational settings, 2020
- Bristol City Council E&LL (2004) “Policy and Procedures for dealing with Unacceptable Behaviour and Positive Handling”
- DFE (2018) ‘Positive environments where children can flourish: a guide for inspectors about physical intervention and restrictions of liberty’
- DfE (2016) Behaviour and discipline in schools, Advice for Headteacher and school staff
- Brief Functional Assessment Form (Tizard, University of Kent)
- Circular 10/98, “Section 550A of the Education Act 1996: The use of force to control or restrain pupils”
- Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges/NICE/May 2015
- Challenging Behaviour-A Unified Approach/Royal College of Psychiatrists/British Psychological Society/Royal College of Speech and Language Therapists/2007
- Children and Young People (CYPS) Policy, Procedures and Guidance for Dealing with Unacceptable Behaviour and Positive Handling Bristol City Council
- DFES (24th April 2001) Letter to Chief Education Officers on “Promoting Positive handling Strategies for Pupils with Severe Behavioural Difficulties”
- DFES (2002) “Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders”.
- DFE (2013) “Use of reasonable force”
- Guidance for Restrictive Physical Interventions: How to Provide Safe Services for People with Learning Disabilities and Autistic Spectrum Disorder/Department of Health/July 2002)
- Harris J, Cornick M, Jefferson A, Mills R (2008) “Physical Interventions: A Policy Framework” Second Edition, BILD
- Motivational Assessment Scale (MAS) (Durrand and Crimmins, 1992).
- Osgood T, Marks B (2002) “Positive Behaviour Support: An information resource for the Subscriber Network
- ‘The special educational needs and disability code of practice: 0 to 25 years’, Department for Education and Department of Health, 2015
- Positive and Proactive Care: reducing the need for restrictive interventions/Department of Health/April 2014/p.28).

- Royal College of Psychiatrists/British Psychological Society/Royal College of Speech and Language Therapists (2007): 'Challenging Behaviour-A Unified Approach)
- Sensory Integration: Helping Students with Autism Incorporate Sensory Integration Techniques (Leong et al., 2011; Murray et al., 2009; Viola & Noddings, 2006).
- Team Teach (2016) "Team Teach Workbook"
- Team Teach (2013) web based policy checklist and guidance
- The Challenging Behaviour Charter: Rights For All/Challenging Behaviour Foundation/2013
- The Iceberg Model/M. Goodman/2002
- The Mental Health Act Code of Practice/2015
- The United Nations Convention on the Rights of the Child/1989
- The use of seclusion, isolation and time-out/Centre for the Advancement of Positive Behaviour Support/December 2015
- Understanding and managing behaviour problems in children and young people with autistic spectrum disorders/Great Ormond Street Hospital/2006

Appendices

- Appendix 1 – Definitions/Glossary
- Appendix 2 – Roles and Responsibilities
- Appendix 3 – Pastoral support referral, threshold checklist and supporting documents

Appendix 1 – Definitions/ Glossary

ABC Chart	An observational tool used to record information about a particular behaviour in terms of the antecedent, the behaviour itself and the consequence. The aim of using an ABC chart is to better understand what the behaviour is communicating.
Behaviours that Challenge	Any behaviours that interfere with learning. These behaviours may include non-compliance, passivity, task avoidance, aggression or stereotyped behaviours.
Behaviours of concern	Behaviours of concern can be defined as behaviours that indicate a risk to safety or wellbeing of the people who exhibit them or to others. Unless professionals intervene to prevent such behaviours, therefore, they are likely to affect the communal, social or occupational quality of people involved, and may lead to their rights being restricted.
Discipline	Discipline is the practice of making people obey rules or standards of behaviour, and punishing them when they do not.
Duty of care	An important legal term that describes the moral obligation that one has to ensure the safety or well-being of others.
Functional Behavioural Assessment (FBA)	The process of gathering information to figure out the function of a behaviour, and the factors that serve to maintain it, in order to develop and implement a successful intervention. A broad and systematic approach to establishing why a specific behaviour is occurring so that an intervention can be implemented to reduce this behaviour.
Iceberg model	A way of thinking that helps us to consider why a particular behaviour is occurring, and the factors that might be maintaining it. Just as 90% of an iceberg sits below the surface of the water, there might be many factors that cause and maintain the behaviours of concern that we can't see.
Learning Behaviour	The link between the way children and young people learn, their social knowledge and behaviour. It is about developing positive relationships across the three elements of self, others and the curriculum. Learning Behaviour places as much emphasis on teachers and their relationship with children as it applies to the children themselves.
Learning disability	A reduced intellectual ability which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people. (Mencap)
Low-level behaviours of concern	Any behaviour that is generally low in terms of its severity, frequency or intensity.
Makaton	Makaton is a language programme using signs & symbols to help people to communicate. It is designed to support spoken language and the signs & symbols are used with speech, in spoken word order.
Motivational Assessment Scale (MAS)	A questionnaire that is useful for gathering information about the frequency, predictability, intensity and communicative intent of an identified behaviour.

OLM – Optimum Learning Map	A comprehensive document that provides detailed information relating to all aspects of a person's behaviour, communication and how to support them.
Restrictive Physical Intervention (RPI)	The term 'restrictive physical interventions' refers to <i>'any method of responding to behaviours that challenge which involves some degree of direct physical force to limit or restrict movement or mobility'</i> Harris et al, 2008
Pica	The persistent eating of substances that have no nutritional value, such as dirt or leaves.
Positive Behaviour Support	An approach that develops strategies for working with our pupils whose behaviour challenges others or limits their learning. It involves a proactive, assessment based practice which works collaboratively with parents/carers and multi-agency professionals to create an environment which supports best personal performance.
Proactive strategies	Approaches designed to produce changes in behaviour over time, support individual development and minimise the likelihood of a behaviour occurring.
Punishment	Punishment is defined as any unpleasant consequence that occurs following a behaviour that reduces the likelihood of the behaviour occurring again. Punishment in schools focuses on changing a student's poor behaviour and it is imposed by adult authority. Research shows that punishment has limited effectiveness for 'discipline' and has serious negative side effects.
Reactive strategies	Planned, thought out approaches that aim to stop a behaviour at the time it occurs.
Reasonable force	There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of behaviours that challenge presented or the consequences it is intending to prevent.
Risk Assessment	The identification and evaluation of the severity of risks dependent upon specific decisions and actions. This judgement is then balanced against an assessment of the likelihood of these risks happening.
Seclusion	A child or young person is forced to spend time alone against their will. The use of seclusion is only permissible in very specific circumstances and may be deemed as a 'restriction of liberty'.
TEACCH	<i>Treatment and Education of Autistic and Related Communication Handicapped Children.</i> TEACCH is a framework for supporting people with autism and was created in North Carolina in the 1960s. The primary aim of TEACCH is to help prepare people with autism to live or work more effectively at home, at school and in the community.
Time away	A term used to describe a pupil who is given a break from an activity or setting because they are beginning to show signs of dysregulation. The sole purpose of time-away is to de-escalate signs of dysregulation before they trigger behaviour that is potentially challenging.
Time out	Restricting an individual's access to all positive reinforcements as part of a behaviour programme. Time out should take place within the classroom environment and pupils should be monitored and observed at all times.

Withdrawal	Removing a pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.
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Appendix 2 – Roles and Responsibilities

Headteacher; Overall responsibility for behaviour across the school.

Head of Provision and Inclusion; ELT leadership of the Pastoral Team

Pastoral Assistant Head	Head of Schools	Teachers	Pastoral Response Team	HLTA & LSA	TA	PCA
<p>Responsible for overseeing and organisation of anti-bullying (inc. pupil on pupil reports), whole-school behaviour data reports and analysis at key points in year.</p> <p>Contact for Behaviour support and Pastoral advice / signposting. Lead for Pastoral Response Team and support of the creation and implementation of Pastoral interventions, including behaviour, alongside HOS.</p>	<p>Responsible for the leadership, management and organisation of behaviour of all pupils within department. Review of department behaviour data (including bullying) and monitoring of risk assessments and OLMs. Refer pupils for additional support from Pastoral Team, where thresholds are met and Liaising with Pastoral Assistant Head and associated TLR role holders. Ensure learning environments are optimal, and support change where needed. Carry out debriefing meetings.</p>	<p>Support through and implement strategies which promote high standards of behaviour. Follow and adhere to school policy to ensure pupils receive a consistent approach through optimum learning environments, well-focussed teaching and through positive and productive relationships. Write and update individual risk assessments, develop and update behaviour strategies in OLMs, and highlight pupils for additional support to HOS where needed.</p>	<p>Work with class teams in the implementation and monitoring of behaviour strategies and development of OLMs. Support and upskill staff members in behaviour strategies, providing advice where needed. Hold a crisis alert and respond to behaviour incidents to support the class as needed i.e. with the de-escalation of behaviour. Be an emotionally available person for proactive and pre-emptive support. Deliver pupil debriefs and support class team debriefs, where appropriate.</p>	<p>Support Teacher in developing behaviour strategies. Give feedback on students learning and behaviour. Supervise and encourage safe behaviour of individuals and groups. Report behaviour observations and contribute to the creation and implementation of strategies.</p>	<p>Provide feedback on pupils learning and behaviour. Supervise and encourage safe behaviour of individuals and groups. Report on behaviour observations and contribute to the creation and implementation of strategies.</p>	<p>Supervise and encourage behaviour of individuals and groups. Report behaviour observations to appropriate people. Promote relationships and social skills.</p>

Pastoral Response

- Support with development of universal strategies and quality first teaching as directed by HOS
- Hold crisis alert and respond to behaviour and/or medical incidents, supporting as needed including adding to Sleuth and attending debriefs
- To ensure behaviour management strategies are used in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- Ensure any equipment or resources are monitored and ordered in advance to support pupils with behaviour or sensory strategies
- Implementing, monitoring, and assessment of PSPs using Onwards and Upwards including creation of resources
- Meet with teachers and HoS to discuss interventions and next steps when required
- Be a point of contact for any wellbeing concerns for staff as a mental health first aider
- Meet with Pastoral Assistant head for updates, wellbeing check and any concerns which have arisen
- Stay abreast of all training needed to carry out role e.g. Team Teach, Manual Handling, Admin of Meds, First Aid, Tube/peg, Defib, etc

Pastoral Co-Ordinator

- Manage cover across the whole school and monitor whole school staffing sheet including short/long term cover, liaising with agencies vacancies and identifying areas of concern
- Input behaviour frequency data to Sleuth, ensure RPI are correctly reported (following checklist) and chase HoS if not, cc'ing in team teach trainer (TH or CD)
- Create and monitor system to ensure documents relating to pupil Risk Assessments and Optimum Learning Maps (OLM's) are stored, reviewed and authorised according to procedure detailed within Pastoral & Behaviour Policy.
- Compile data reports and circulate on anti-bullying, attendance (staff and pupil), behaviour and cover and circulate to relevant teams

Appendix 3 – Pastoral Support referral and supporting documents

Pastoral Support Referral

This form is to be used when making a referral that requires a response from the pastoral support team (Head of Provision & Inclusion, Pastoral Assistant Head & Response Team). Please complete as much of the form as possible to ensure a quick and appropriate response.

Referrals sent to pastoralteam@bristol-schools.uk. Please attach the threshold checklist to the referral.

Referral completed by: (details of the person making the referral)

1: Child/young person details

Name:	Date of Birth:	Class group:	VP score (RAG):	Current banding:
Parent consent given (Y/N):				

Type of referral: (can be multiple)

Behaviour support	Pupil wellbeing	Staff wellbeing	TISUK support	Attendance concerns
Therapies support (hydro, SaLT, OT)				

Other professionals involved: (GP, CAMHs, Children's Services)

Name:	Job title:	Date of/reason for involvement:	Contact details:

Reason for referral:

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What is working well?

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What is not working well?

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Previous involvement? (What early help, support/interventions have already been offered by school and/or other agencies and what were the outcomes?)

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Pastoral Support Threshold checklist

(Head of School to complete)

(X)	Behaviour Support
	Head of School met with class teacher and observed pupil who requires support.
	Head of School met with teacher/class team to review OLM and identify strategies to support pupil within the class.
	(i.e. structure and routine, classroom environment, OLM, reward system, positive and proactive behaviour support strategies etc. listed within 'universal support, sensory processing considerations)
	Behaviour strategies trialled consistently for an appropriate period of time and reviewed with the Head of School.
	Behaviour data for the pupil reviewed, using the Head of School reports on Sleuth.
	Referral to Pastoral Team sent to pastoralteam@bristol-schools.uk
(X)	Pupil Wellbeing
	Heads of School met with Teachers to discuss concerns of pupil and raised with parent/carers (where appropriate) to find out further details.
	Pupil wellbeing concerns are recorded on CPOMS.
	Referral to Pastoral Team sent to pastoralteam@bristol-schools.uk
(X)	TISUK Support (Trauma Informed Approach/Interventions)
	Met with Teacher to discuss concerns of pupil and raised with parent/carers (where appropriate) to find out further details. Identify whether support should be "wellbeing or TISUK".
	Concerns are recorded on CPOMS.
	Inform Safeguarding Leads, where appropriate.
	Referral to Pastoral Team sent to pastoralteam@bristol-schools.uk
(X)	Staff Wellbeing
	Conduct relevant debriefs.
	Mental Health First Aiders promoted across sites.
	Signposts to Employee Assistance schemes, such as Education Support.
	If supervision needed, or support with debriefing, refer to the Pastoral Team pastoralteam@bristol-schools.uk
(X)	Therapies Support (SaLT, Hydro, OT etc.)
	Identify therapy need with involvement from Teacher and parent/carers. (Ensure if therapy support is on the EHCP the pupil is accessing it.)
	If therapeutic plan is already in place, review this with the team around the pupil to see if they need amending or updating.
	Head of School referred pupil to therapies via SPE form or via Pastoral Team for in-house hydrotherapy/physiotherapy needs.
(X)	Attendance concerns
	Raising attendance concern with parent/carers based on termly attendance report (phone calls and within EHCP).
	Head of School to populate and review action plan.

Pastoral Support Plan: Meeting Preparation & Agenda

A member of the Pastoral Team will chair the PSP meeting, with support from the Head of School for the pupil's designated site. The below document outlines the preparation that needs to be completed prior to the meeting and an agenda.

Actions prior to the meeting (including documents to be prepared)

1. Referral form to be completed.
2. Relevant documents and up-to-date data collated, i.e. up-to-date behaviour data, attendance extract, record of any school-based interventions currently in place.
3. Parents and appropriate outside agency need to be invited giving advanced notice.
4. Parents and school staff need to consider whether the pupil should be present for the whole meeting, or contribute via alternative methods (where appropriate).

Meeting Agenda

1. Introduction – chair explains the purpose of the meeting
2. Participants invited to give perspective
 - a. What's going well?
 - b. Challenges/reasons for PSP?
 - c. Review of documents or relevant data.
 - d. Pupil voice.
3. Creation of PSP outcomes(s) – must be smart outcomes. These will be monitored using online assessment system 'Onwards and Upwards'.
4. Agreed monitoring and review dates.

Pastoral Support Plan

Date:	
Attendees:	
Discussion:	
<p>Discuss what a PSP is, why it's needed and its relationship to other support (i.e. CAMHS/CDLT). Please record all stakeholders' perspectives, including pupil voice document (where appropriate).</p> <ul style="list-style-type: none"> • What's going well? • Current challenges/reason for the implementation of PSP? • Pupil voice sheet to be inserted. 	

PSP outcome(s):
<ul style="list-style-type: none"> • SMART outcome(s) for pastoral support plan linked to specific need.

Action planning:			
Outcome link	Action(s)	Person(s) responsible	Review
1.	Description of actions linked to the above outcome(s).	i.e. Pastoral A-H – Wellbeing.	Reviewed every two weeks by school, formal review at PSP review date.

PSP Review/Timescales:	
Monitoring points	Review points for internal monitoring.
PSP review date	This must be at least 6 weeks from the start of the plan.