



Positive Management of Behaviour Policy

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Rationale

The Executive Principal, CIC and Staff of Best Futures seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. The School acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning.

The CIC and Staff also recognise that difficulties in controlling behaviour or understanding social interaction or norms may form an intrinsic aspect of some SEN.

Through positive management strategies, the curriculum, individual educational and behaviour programmes all pupils, whether they have a disability or not, are supported to access all aspects of the school community.

Aims

- To provide a safe and secure environment for all
- To promote the positive behaviour of all pupils
- To support the positive access of all pupils, whatever their disability, to all aspects of the school community.

Objectives

- To create a safe, secure effective learning environment for all members of the school community.
- To create a holistic and whole school approach to behaviour management, which encourages and reinforces positive behaviour.
- To approach the management of behaviour in a positive non-confrontational way that is supported through learning and environmental structures and routines.
- To clearly define whole school expectations and standards of behaviour.
- To promote self-esteem, self-control and positive relationships.
- To plan and implement individual behaviour management programmes for pupils for whom behaviour management is a priority area.
- To work closely with parents, carers and other agencies to provide consistency of approach and shared expectation.
- To support the pupils in acquiring behaviour that enhances their quality of life through inclusion within the school and wider community.
- To provide a well-trained staff team that has specific knowledge of specialised strategies to support and manage inappropriate and severe challenging behaviour.
- Where and when required, identify specific behavioural management support plans within Review of EHC plan meetings and PSP's. (Education, Health and Care Plans. Pupil Support Plans)

School Expectations

The CIC and Staff acknowledge that the standards of behaviour set by the School are goals to work towards and therefore are not identified in terms of what pupils can

or cannot do. Thus the school has a central role to play in supporting the pupils' social, emotional and moral development just as it does in their intellectual development. The school also takes into consideration that each pupil brings to school a wide variety of behaviour patterns based on their stage of development, special educational needs and differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of mutual respect, consideration, caring and responsibility for oneself and others and honesty. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

All school staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. As adults we aim to:

- Create a positive climate with realistic but challenging individual expectations for pupils.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or disability.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure, acknowledge and celebrate the achievements, efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning that builds on the pupil's present development, contributes to positive behaviour. In addition, specific aspects of the curriculum will support the development of communication, interactional, social, personal and positive behaviour skills and be practised in a range of cross-curricular activities and environments. Specific behaviour management programmes for individual pupils will be identified through pupils' support plans and associated individual behaviour management support plans (IBMP). All learning programmes will involve the teaching of alternative, appropriate methods of behaviour to replace inappropriate ones and the development of other areas of learning to support positive behaviour, e.g. alternative methods of communication, or intensive interaction. Additional expertise will be sought from appropriate multi-agency professionals and parents/carers to ensure a holistic approach to the pupils' learning and behaviour management. Additional support will be obtained to extend the knowledge and expertise of all, e.g. educational psychologist, community nurse, social services, specialised medical and educational consultants.

Classroom Management

The school believes that classroom management, routines, environmental structure and teaching methods have an important influence on pupils' behaviour. The

classroom environment is designed to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued. Classrooms are organised to support pupil access to learning, on-task behaviour, alternative appropriate social and interactional skills and independence. Materials and resources are arranged to aid communication, understanding, and accessibility and reduce anxiety, uncertainty, frustration and disruption, e.g. Visual timetables. Transition from activity or area of the school may cause particular anxiety for some pupils. Additional tactile, visual or auditory aids may support them and decrease inappropriate behaviour. Displays to help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom to provide a welcoming environment. Teaching methods to reflect differentiation and support active participation. Lessons aim to develop the skills, knowledge and understanding that will enable the pupils to work, play and socialise in cooperation with others. Where appropriate, specialised teaching and learning approaches, styles and structures will be incorporated within pupils' learning programmes.

Rules and Procedures

The school believes that rules and procedures that form part of clear structures and routines are clearly defined and when consistently applied help the pupils to understand what is expected of them. The following principles will underpin the formation of rules:

- They will be kept to a necessary minimum.
- They will be positively stated, telling/showing the children what to do rather than what not to do.
- Everyone will be actively encouraged to take part in the development of the rules.
- Rules and procedures will have a clear rationale, which is made explicit to all.
- Rules and procedures promotes the idea that every member of the school community has responsibilities towards the whole.
- Rules ensure the safety of the pupils themselves and others and support a learning culture.

Rewards

Our emphasis is on rewards to reinforce appropriate rather than inappropriate behaviour. Rewards for individual pupils will vary. Appropriate motivating rewards for individual pupils will be identified through observations and reward assessments.

Rewards may be immediate or delayed, basic or complex and may need to be changed frequently to maintain their motivational value. Some examples of rewards are: Choice time, Dojo points, verbal and non-verbal praise, stickers, whole class reward schemes, daily or weekly nominations related to good work or behaviour, achievements celebrated in a school weekly awards, special certificates, good news sent home via Dojos, staff telephoning parents.

Sanctions

Although the School sees rewards as central to the reinforcement of appropriate behaviour, realistically there is a need for pupils to develop an understanding of the consequences of their actions. This may involve sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use and type of sanctions applied will depend on the individual needs of the pupils and their level of conceptual development. In general, appropriate sanctions will form part of the overall management plans for individual pupils and may include removal of adult attention through tactical ignoring of inappropriate behaviour, disapproval of inappropriate behaviour or withdrawal of privileges. For pupils who have individual programmes the management of inappropriate behaviour will be clearly set down in their IBMP and agreed, in writing, by everyone concerned with the care and education of the pupil. At all times it should be the inappropriate behaviour, not the person that is identified.

Communication and Parental & Multi-agency Partnership

We give high priority to two-way communication within the school and to a positive partnership with parents/carers as we believe that these are crucial in promoting and maintaining positive behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the pupil are aware of those concerns and of the steps which are being taken to support the pupil. The key professional in this process of communication is the Key worker who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to Designated Safeguarding Lead and the Executive Principal.

Physical Touch and Physical Intervention

The staff at Best Futures believes that physical touch is an essential part of human relationships. At Best Futures School, staff may well use touch to prompt, to give reassurance or to provide support.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships) take account of gender issues.

Upon Admission to the school, Best Futures staff will ensure, through development of IBMP and review of EHCP guidance and pupils ongoing sensory needs, that the relevant staff are aware of any pupil who finds physical sensory touch not conducive to their needs. Such sensitivity may arise from the pupil's cultural background, complex needs, personal history, age etc.

What do we mean by 'physical intervention'?

It is helpful to distinguish between:

Term	Definition	Example
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Non-restrictive physical interventions. (As already stated, touch/physical contact is a small but important and natural part of staff-pupil relationships in our School).	Either where the child's movement is not restricted or where the child is guided supportively but such that they can be released immediately should they so wish	For example: Guiding/shepherding a person from A to B, use of a protective helmet to prevent self-injury, removal of a cause of distress
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use reasonable force to direct.	For example: Isolating a child in a room Holding a pupil Inter positioning

and between:

Emergency / Unplanned Interventions	Reasonable force implemented in response to unforeseen incidents. Ensuring the safety of all pupils.
Planned Interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual behaviour management plan for the safe management of a pupil and others.

When physical intervention is permissible at Best Futures

Restrictive physical intervention is rarely used at Best Futures School. However, it will be necessary when its aim is to prevent a pupil injuring themselves or others (For example, a pupil attacks other pupils/staff in a unsafe manner) or to prevent them damaging property (For example, pupils throwing a heavy object at/near to school or public property). [Section 550A, DFES Circular 10/98]

Section 550A also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise'. However, the use of restrictive physical intervention for this purpose is acceptable only when reasonable and proportionate to do so.

It is important to recognise that the use of Restrictive Physical Intervention needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991).

These are based on the assumption that every child and young person is entitled to:

- respect for his or her private life
- the right not to be subjected to inhuman or degrading treatment
- the right to liberty and security
- the right not to be discriminated against in his/her enjoyment of those rights.

Interventions need to be child or young person specific, integrated with other less intrusive approaches, and of reducing risk when needed. They must not become a standard way of managing children and young people, or as a substitute for training in people related skills.

It is expected that its use will be rare, in exceptional circumstances when a particular need arises. It should never become habitual or routine.

There are 4 main principles underpinning any physical intervention:

- Restrictive physical intervention should, wherever possible, be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be reasonable and proportional to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will also depend on the age and understanding of the child or young person, as reasonable use is likely to vary greatly from a very young child to a young adult. It is also important to recognise that where a restraint might be considered reasonable in one instance it may not be in another. Whenever restrictive physical intervention is used it is recorded on the appropriate forms, CPOM's and parents notified.

Risk Assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this Best Futures School policy. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will determine whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's

best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

How staff at Best Futures School might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- use the minimum amount of force for the minimum amount of time;
- avoid causing pain or injury; avoid holding or putting pressure on joints;
- In general hold long bones.
- Never hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

Where possible a child will be removed to a safe environment, for example the library or another room where they can be supervised in a safe, quiet and calm atmosphere. There must be two members of staff at all times overseeing a child who has been restrained and withdrawn from their classroom. In an emergency, staff must summon assistance by contacting another member of staff via walkie talkie radios. In extreme circumstances where a child is out of control additional help should be obtained from the child's family and/or the police.

The place of restrictive physical intervention within broader behavioural planning

If, through the School's education and care plan assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following Best Futures School's guidelines.

If appropriate, an individual behaviour and management plan will then be reviewed for the pupils needs. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. When it involves the use of a restrictive physical intervention, medical colleagues will be consulted.

Before the plan is implemented, any necessary training or guidance will be provided for the staff involved. The Executive Principal and senior leaders will be responsible for establishing staff needs and for organising necessary training.

When specific behavioural management strategies are to be introduced it is the responsibility of the Key worker to inform everyone at a staff briefings and meetings so that all staff may implement a continuity of approach.

Procedures for the Management of Inappropriate Behaviour

- Any concerns regarding behaviour must be reported to the appropriate staff (Key Worker). Consultation will then occur with DSL and/or Executive Principal to identify possible strategies to be implemented.
- The Executive Principal and DSL must always be kept informed at all stages of the procedure.
- Observation schedules will be implemented to identify possible functions or reasons for behaviour. Support will be requested from other professionals if required.
- Intervention programmes will be produced, agreed, implemented, monitored and reviewed on a regular basis by all parties concerned.
- Parents/carers will be invited to take an active role in discussions and if appropriate, practical implementation of any behaviour programmes within the home situation.
- Records will be kept by staff of the frequency of inappropriate behaviour and the impact of intervention programmes.
- Records must also be maintained if harm occurs to the pupil, others or property on an incident/accident form and written in the incident/accident book.
- Monitoring and evaluation of behaviour programmes is the responsibility of the Teachers, DSL, Caseworker and the Executive Principal.
- If physical support/management including restrictive interventions of the behaviour is required, parents/carers will be asked to agree in writing to the use of the most appropriate approach. Medical advice will be obtained from the School Nurse, if required.
- Every incident of restrictive physical intervention must be recorded on CPOMs. A handwritten form is completed first, and then submitted to DSL who will then upload to CPOMs.
- Parents/carers must be informed each time a restrictive physical intervention has been used to support their child.
- Physical management of behaviours will only be used as a last resort, as part of the pupil's overall IBMP and implemented by staff trained in 'Restraint Reduction'.
- The School will maintain its team teach qualified status by providing mandatory training for staff and refresher training every 2 years in line with Team Teach legislation.

What to do after the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- Details of the incident will be recorded by all adults involved immediately on a Best Futures Incident form and physical intervention form which is available from the office.
- Recording will be completed by the end of the working day on CPOMS. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal Best Futures School procedures. (Use of First Aid Log Book for pupil/staff.)
- Parents/carers will be informed by the Executive Principal or a lead member of the school management team on the same day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by the Executive Principal or a lead member of the school management team

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The school will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Executive Principal will report on this information to the CIC Board.

Complaints procedure

Any complaint will first be considered in the light of Best Futures School's child protection procedures, following the safeguarding policy of Working Together to Keep Children Safe and Keeping Children Safe in Education. If child protection procedures are not appropriate, Best Futures School's complaint procedures will be followed.

Supporting School Policies and other Supporting Information

- Child Protection and Safeguarding Policy
- Education Welfare Policy
- Equalities Policy
- SEMH Policy
- Complaints Policy
- Exclusions Policy

Keeping Children Safe in Education
Working together to Safeguard Children

Independent School Standards

Department for Education Advice Template. [DfE advice template
\(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

Behaviour In Schools – advice for headteachers and School Staff (link below)

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

[Behaviour in schools -](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

[_advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

Executive Principal	Dawn Best	Signature	<i>D H Best</i>	Date:	28/04/2025
Member of CIC	Steve Davies	Signature	<i>SJ Davies</i>	Date:	22/04/2024
Health and Safety Officer	Mike Blakey	Signature	<i>MRBlakey</i>	Date	22/04/2024