



# Behaviour Support Policy

Adopted:	19 <sup>th</sup> January 2010
Last Reviewed:	30 <sup>th</sup> September 2023
To be reviewed:	30 <sup>th</sup> September 2024

## Vision

Creating the right life opportunities for every pupil, student and learner through the best quality specialist education and care.

## Mission

1. Celebrate each pupil, student and learner as a unique individual.
2. Identify each individual's aspirations and ensure that they are able to achieve these.
3. Create high quality learning environments that are nurturing, vibrant, innovative, caring and happy.
4. Provide the best evidence-based approach to teaching and curriculum development.
5. Develop expert staff through bespoke continuous professional development.
6. Engage with the wider community to enable each pupil, student and learner to be fully included.

## **Introduction**

Supporting positive and appropriate behaviour amongst our students lies at the heart of our mission as a school. Students who are able to develop and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life. Students in all educational settings develop patterns of behaviour that reflect the environment they are learning in. It is therefore our moral obligation to create and maintain a positive, well-ordered and respectful learning environment in which our students can grow and develop.

The following policy provides clear guidance and instruction on the methods by which our school community can promote positive behaviour in our students through the principles and practical application of behaviour support. Supporting positive behaviour is fundamental to each student's well-being and safety. Therefore, the wilful contravention of any aspect of this policy will automatically result in disciplinary procedures being brought into force.

## **Ethos**

At Chatsworth High School and Community College we believe that the student is paramount in all respects, a belief which is enshrined in our Mission Statement and which permeates all aspects of school life. Approaches to behaviour are entirely dependent on the prevailing ethos of the school and it is therefore critical that the student is placed at the centre of all considerations related to behaviour. Because of this, we believe that behaviour support represents an ethically compatible approach to addressing student behaviour within the context of our school.

Our practice in supporting student behaviour is governed by the maxim

*'Positive approaches to promote positive behaviour'*

and this philosophy is expected to underpin all our actions, words and attitudes towards all students at all times.

## Objectives

Just as we might support a student in the acquisition of any academic skills, so too there is a need to support each student in the development of behaviour which is

- functional
- socially acceptable
- effective
- dignified and
- respectful of others

An understanding of learning disability compels us to proactively engage each student in the development of these skills whilst respecting at all times the individuality of each person, their rights and their needs. With this in mind, our primary objectives in this domain are:

1. To reduce the use of Restrictive Physical Interventions (RPIs) across the school community
2. To increase each student's self-esteem, sense of worth and awareness of their value to others
3. To enable each student to value all members of the school community, their local community and the world beyond and understand the fundamental British values underpinning our society
4. To act within all relevant ethical and legal frameworks
5. To maximise each student's capacity to regulate and manage their own behaviour across a broad range of social and academic settings
6. To build each student's resilience to a variety of challenging circumstances empowering them to behave in mature and appropriate ways
7. To develop the school's capacity to support all students in the acquisition of the skills, knowledge and understanding that will enable them to be socially well-adjusted and lead happy and fulfilling lives

The remainder of this policy describes the practical approaches employed by the school in order to achieve these objectives.

## **Practice**

Practice in the area of behaviour support and physical intervention at Chatsworth High School and Community College operates in accordance with Salford Safeguarding Children Board's Policy: *Managing Challenging Behaviour – the Minimisation of and Alternatives to the use of Restrictive Physical Practices in health, schools and children's social care settings* (go to [http://www.salford.gov.uk/d/Challenging\\_Behaviour\\_Policy\\_May\\_2014.pdf](http://www.salford.gov.uk/d/Challenging_Behaviour_Policy_May_2014.pdf)).

### *Salford Safeguarding Children Board*

Chatsworth High School and Community College is a community special school within Salford Local Authority and as such is governed by the policies, procedures and practices of the Salford Safeguarding Children Board <http://www.partnersinsalford.org/sscb/positivebehavioursupport.htm>.

Consequently, all members of staff are obliged to recognise and adhere to the guidance and governance of the SSCB in regard to behaviour support.

### *PROACT SCIPr U.K. ®*

PROACT SCIPr U.K. ® is an approved approach to behaviour support which has been adopted by the Governing Body of Chatsworth High School and Community College. PROACT SCIPr U.K. ® is accredited through the British Institute of Learning Disabilities (BILD) which ensures that our students and staff team are served by a high quality programme of training and intervention in order to support practice in this complex area.

There are currently four instructors operating across the Trust who are qualified to train all members of staff in both Foundation and Practitioner Level courses. The Leadership Team will organise an annual training programme in order to

ensure that all members of the staff team who have worked at the school for longer than two terms will have attended an accredited course.

### *Audit of Need*

The content of PROACT SCIPr U.K.® training courses is informed and shaped by a regular Audit of Need. Audits take into account a range of information arising from various sources including Incident Report analyses (including Debrief), Lesson Observations and Learning Walks undertaken by the Leadership Team in accordance with Quality Assurance practices. Primarily, these Audits inform training sessions that are rolled out across the staff team, ensuring that all colleagues are able to work with, respond appropriately to and safely support every member of the Chatsworth Community. However, in some cases, Audits may set the direction for more individualised Continuous Professional Learning (CPL) in line with the school's Appraisal practices.

### *Understanding complex and challenging behaviour*

Human behaviour is an infinitely complex and enigmatic phenomenon. Understanding behaviour is fraught with problems, contradictions, and dilemmas and yet remains fascinating and is crucial in the development of supportive behaviour strategies. At Chatsworth High School and Community College we believe that all voluntary behaviour relates to having needs met, that it is functional and serves an identifiable purpose. Some of our students display challenging behaviour as a response to the complex pattern of needs their learning difficulties cause. These problems may be compounded by additional difficulties including mental health problems, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

In attempting to modify behaviour we must first examine the motives behind the behaviour and identify the area of need which the behaviour is serving. In order to structure this investigation a thorough **functional assessment** needs to be completed. Following this process, strategies which directly address the

behaviour can be developed. Effective strategies in addressing challenging behaviour are characterised by

- thorough functional assessment of the behaviour
- accurate identification of the behaviour to be addressed
- appropriate realistic interventions
- clear objectives for outcomes
- consistency in applying the strategy
- review and evaluation

Such strategies require

- close collaboration between everyone involved in the student's life
- non-judgemental working relationships
- honesty
- adequate resources

It is only by developing a coherent and credible understanding of the behaviour patterns a student exhibits that we will be able to address those aspects of the student's behaviour which are inappropriate. Analysis, planning and reflection need to be formalised and embedded in the practice of the school.

### *Creating Supportive Environments*

Our first obligation as educators is to create a welcoming, supportive and enjoyable environment for our students to learn in. Our care and affection for each student should be explicit and constantly reinforced through our actions, words and attitudes. Our students need to feel good about themselves, good about their peers and good about the staff team. In order to achieve this all members of staff are committed to observing the following key principles

## **Ten Key Principles**

1. **Be positive** – in all your interactions with students. Comment on the positive things students do; expect the best and you will get it. Avoid negative language around negative behaviour; it will only reinforce it. Do not shout at students; its effect is temporary at best and abusive at worst. Reprimands should be delivered in a planned and considered manner with respect for the student's dignity.
2. **Remain consistent** – be the stability that many of our students crave. Be predictable and reliable adhering to the same approaches and routines.
3. **Strive to understand more** – analyse behaviour and study its affect. Ask why things happen, seek solutions.
4. **Stay calm** – in difficult situations, don't become part of the problem by losing control. Become part of the solution by remaining clear headed and rational.
5. **Work together** – no one person has all the answers. Present a coherent and united front at all times. The students will respond to this.
6. **Seek advice and support** – the best educators exercise humility. Be comfortable about talking things through with others; it is expected of you and will help you succeed.
7. **Celebrate achievement** – surround your students with the sweet sound of success. It's contagious!
8. **Support your colleagues** – trust the professionalism and judgement of others. Do not contradict another member of staff in front of students or colleagues. If you are not sure of something they are doing, ask them about it later in private.
9. **Respect confidentiality** – be sensitive to the sensitivity of the work we do. You must not discuss any incident you witness unless it is for the tangible benefit of the student.
10. **Plan strategically** – be prepared to wait for success. Think about the long term benefits and not the short term gains.



All members of staff are required to abide by these key principles at all times and to encourage and support their colleagues in upholding these fundamental elements of behaviour support.

### *Supportive and Functional Environments*

The impact of the environment on a student's behaviour is a major consideration in the planning of practice. In order to develop positive and appropriate behaviour, the environment must be both **supportive** and **functional**. A supportive environment relates to the attitudes and actions of the people in the environment. A functional environment relates to the suitability of an environment in meeting a person's need. Responsibility for the environment rests with every member of the school team and the right to work in a supportive and functional environment is recognised for staff and students alike.

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

A constant evaluation of both the supportive and functional environment is required in order to ensure that as students develop the environment evolves accordingly. The school's Leadership Team and Governing Body are responsible for determining that resources are available in order to ensure the environment is both supportive and functional.

Our practice is evaluated against the document '*Positive environments where children can flourish*' <https://www.gov.uk/government/publications/positive-environments-wherechildren-can-flourish>.

#### *Working with Families and Other Agencies*

It is imperative that the school works closely with each student's parents or carers to evolve effective strategies in order to support students across a range of contexts. Constant liaison and collaboration are required in order to develop consistent approaches that enable the student to generalise appropriate learning and in order to support both families and professionals in their work with the student.

The school will actively engage other agencies and professionals where it is considered by the school and the student's parents or carers that this action is in the best interests of the student. The school will offer and seek support in the development of practice which is of benefit to the student or the student's family.

#### *Supporting Staff*

Working with students and families in developing positive and appropriate behaviour requires great skill and dedication. At Chatsworth High School and Community College we are committed to supporting staff in this highly demanding work by

- Providing training in the use of appropriate strategies and interventions which are guided by the principles of PROACT SCIPr U.K. ®
- Offering pastoral support from a member of the Senior Leadership Team to all members of staff whenever requested

- Developing Behaviour Support Plans (Appendix A) for students in order to address challenging behaviour
- Dedicating time in weekly briefings to the discussion of issues related to behaviour support
- Regular monitoring of reported incidents
- Debriefing staff following difficult incidents
- Supporting staff with their well-being by offering personalised debriefs or support meetings.

The effectiveness of any strategy is dependent upon the skills and commitment of the people engaged in that strategy. It is vital that staff feel equipped, both emotionally and technically, to address this crucial area of their work and it is therefore incumbent upon the school to support and encourage colleagues at all times.

Behaviour support must focus on the needs of the student, recognise the difficulties that the student may face and offer positive approaches to support positive behaviour. It must never be punitive, aversive, threatening or compromise the rights of the student. Where staff feel that approaches are in any way illegal or inappropriate they are obliged to report this immediately to the Head teacher, Chair of Governors or Local Authority in accordance with the school's safeguarding procedures.

#### *Behaviour Risk Assessments*

Every student at Chatsworth High School & Community College has a Risk Assessment (see Appendix B) completed around any challenging behaviours that they may present. These are completed by class teachers in conjunction with a member of the Senior Leadership Team. Following the completion of a Risk Assessment, recommendations are made for the drafting of Behaviour Support Plans.

#### *Behaviour Support Plans*

Building on the principles identified above, the Behaviour Support Plan (BSP) provides a planned and consistent framework which addresses behaviour that

is not sufficiently addressed through the standard principles of good classroom practice and common sense. A BSP must be introduced for a student if there is

- an awareness of behaviour which is likely to endanger the student, his peers or colleagues working with the student
- a prolonged period of disturbed or challenging behaviour
- persistent concerns related to a student's well being or health

BSPs may be written by the student's class teacher or tutor group teacher and must be shared with the student's parents or carers and approved by the SLT. A plan must not be applied until it has been approved by the SLT. It is considered good practice that everybody working or living with the student will have been consulted during the design of the plan.

The procedure for introducing a BSP is as follows

1. Following the completion of an up-to-date Behaviour Risk Assessment, a referral is made to the Leadership Team for a BSP to be developed
2. The Head teacher appoints an individual to produce the BSP
3. The appointed person consults with regard to addressing this behaviour
4. The BSP is drafted and presented to the lead teacher responsible for Behaviour Support and Welfare and the Head teacher
5. The BSP is presented to parents and carers for their comments
6. The BSP is approved by the Head teacher
7. The approved BSP is presented to all colleagues at a full staff meeting or briefing
8. The approved BSP is applied
9. After a prescribed time usually 6-8 weeks, the plan is reviewed and evaluated by the behaviour support team
10. The plan is suspended or renewed by the Head teacher or Behaviour Lead

Copies of the BSP will be stored on the shared Drive. Parents and carers will be provided with a hard copy of the BSP forwarded to them in a sealed envelope marked 'confidential'.

### *Rewards and sanctions*

Where appropriate, token and reward systems are extremely effective motivators in the development of positive behaviour. People respond positively to praise and encouragement and look forward to rewarding experiences offered as a consequence of appropriate behaviour. An important indicator of the ethos which pervades the school is the use of praise and encouragement with students as we seek to develop their confidence and self-esteem. For some students, the intrinsic value of praise is insufficient and further rewards might be necessary such as access to favoured activities or edibles. Where this is the case, these motivators can be offered to the student alongside praise.

As a rule, students do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other students in the vicinity may become distressed or over-stimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other students.

Sanctions, such as the removal of a favourite activity or item, are only permissible as part of a rational and considered intervention. Any such sanction should be recorded as an incident within the school's recording systems. Similarly, in accordance with human rights legislation, it is not permissible to withdraw food or drink as a sanction. Where staff feel that these rights have been contravened they are obliged to report the incident to the Head teacher or Chair of Governors.

### *Duty of Care*

As people employed in the education of students, the staff at Chatsworth High School and Community College are all subject to a duty of care for the students at the school. People who have a duty of care are obliged to ensure that they take reasonable care to avoid acts or omissions which are likely to cause harm

to another person. In the context of Chatsworth High School and Community College, this requires members of staff to be

- proactive in supporting students' positive behaviour
- vigilant in their care of students
- aware of current developments in safeguarding policies
- accountable for all the actions they take

Staff requiring further guidance in this area are encouraged to seek an interview with the Head teacher.

### *Intervention*

As part of the duty of care it is often necessary to intervene in difficult incidents. Where possible, such intervention should be planned, co-ordinated and guided by the principles and practices of PROACT SCIPr U.K®. However, at times, staff may have to react spontaneously to situations and at these times all parties are vulnerable. In order to minimise the risk to everyone the following principles must be adhered to during **unplanned interventions**

- the student's safety and that of other students is of paramount importance
- staff should take every precaution to avoid being left alone
- if isolated, seek support as soon as is reasonably possible
- return to familiar and established practice as soon as the situation is stabilised
- report and record the incident in its entirety as soon as possible

### *Restrictive Physical Interventions (RPIs)*

At times, intervention may involve needing to physically restrain a student.

**Physical restraint** is only permissible where

- there is a clear and immediate threat of harm to people
- there is a clear and immediate threat of significant damage to the environment

Again such intervention should be planned, co-ordinated and recognised as an intervention approved by PROACT SCIPr U.K.®.

However, if a crisis occurs, staff may have to act rapidly and without recourse to recognised techniques. In these circumstances the following principles must be adhered to

- there is an absolute necessity to engage in physical restraint
- the gradient approach is adhered to
- intervention ceases as soon as is reasonably possible
- avoid being left alone
- if isolated, seek support as soon as is reasonably possible
- return to familiar and established practice as soon as the situation is stabilised
- report and record the incident in its entirety as soon as possible

#### *Safety rooms and SafeSpaces*

Practice related to the use of safety rooms and SafeSpaces is governed by the Ofsted guidance

*It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.*

*(April 2013)*

Therefore, we have adopted a specific protocol for this area of practice which is shown in Appendix F. **All members of staff are required to have read this protocol.**

Our practice in this area is guided by the document '*Positive environments where children can flourish*' <https://www.gov.uk/government/publications/positiveenvironments-where-children-can-flourish>.

#### *Debrief*

Where incidents are judged to have been particularly severe or sustained by the Senior Leadership Team must be followed up with a debrief. At Chatsworth

High School and Community College the responsibility for conducting these rests with members of the Extended Leadership Team/Senior Leadership team and the Behaviour Support Team. Members of staff at Chatsworth may request a debrief following an incident. However, the Leadership Team may insist upon conducting a debrief even in situations where one has not been requested, should this be deemed necessary. The process of debrief is likely to vary both for the different circumstances of incidents and for the needs of individual school staff. A debrief must be an appropriate response to an incident which

- supports the wellbeing of the member of staff
- provides the opportunity for learning from the incident
- supports the wellbeing of the student

The Debrief is divided into two stages for severe incidents: immediate followup which ideally takes place within twenty-four hours of the incident and further follow-up which should take place during the week following the incident. The content of these two stages is informed by the table below.

<b>Immediate follow-up</b>
How are you? How is the student? Do you need some time or is there any other support I can give you?
<b>Further follow-up</b>
The further follow-up is staff focused and involves discussion around: The event Feelings during and since the incident Positive actions to be taken

Where incidents are less severe but sustained, de-briefs are carried out in a single session.

Where appropriate, a student may engage in restorative discussion with a named member of staff.



### *Recording and Reporting Incidents*

The recording and reporting of incidents is a crucial component of behaviour support at Chatsworth High School and Community College. The processes of recording and reporting ensure that

- safeguarding students remains paramount
- episodes of challenging behaviour are being closely monitored
- the action taken by members of staff is accounted for
- practice in the school is transparent to outside agencies
- procedures can be evaluated from an evidence base

The importance of recording and reporting incidents must be emphasised as these processes serve to protect students from abuse and members of staff from inaccurate allegations of impropriety.

An incident is defined as an event or episode in which

- a person is harmed or endangered
- there is clear evidence that a student has been injured
- a student displays behaviour which is outside the expected pattern of behaviour associated with that student
- a significant degree of damage is caused to property
- an RPI has been used

Incidents must be recorded using the school's recording system which is as follows:

### *Restrictive Physical Interventions*

1. Staff to complete a blue form (Appendix C) when any Restrictive intervention is used
2. Have the blue form signed by a member of the Behaviour Support Team or SLT.
3. Fill in the blue book located in reception

4. Send a letter to Parents/Carers informing them of the use of a Restrictive Intervention, this letter must be signed by a member of the Behaviour Support Team or SLT.

#### *Non –Restrictive Physical Interventions*

1. staff to fill out a pink form (appendix D)
2. staff to hand the pink form to the office.

#### *Safety Rooms*

1. Staff to complete a blue form when any Restrictive intervention is used
2. Have the blue form signed by a member of the Behaviour Support Team or SLT.
3. Fill in the blue book located in reception
4. Send a letter to Parents/Carers informing them of the use of a Restrictive Intervention, this letter must be signed by a member of the Behaviour Support Team or SLT.
5. Staff to fill out the seclusion book which requires a continuous supervision of the individual and entails a strict time restricted monitoring and evaluation of the individual.
6. Two members of staff to be present outside the Safety rooms – the role of the first person is to monitor the student. The role of the second person is to monitor the first person in ensuring that the student is in the safety room for the right amount of time until the student is calm and ready to reengage with their learning.

Members of the business team will enter the information from the blue and pink forms on to SIMS.

The content of each record should contain

- the names of all students and staff directly involved in the incident
- the date, time and location of the incident
- a detailed description of the incident
- a detailed description of the action taken by members of staff

- the name of the recorder
- any reportable injuries to students or staff

All recorded incidents involving the use of restrictive physical interventions (RPIs) must be

- reported to a member of the Behaviour Support Team or the SLT
- Reported to parents or carers on the same working day as the incident occurred via a standard letter format which must be signed by a member of the Behaviour Support Team or SLT. (Appendix G)

It is not permissible to name, or otherwise identify, any student involved in the incident other than the child of the parent or carer who is being reported to.

Any injury sustained by a pupil or a member of staff should initially be reported to a member of the school's Senior Leadership Team either in person or by email. The injury must then be recorded in on the online accident form. Where an incident is judged to have been particularly severe, a verbal report must be made to the Head teacher as soon as it is reasonable and safe to do so. In addition to the SIMS record the witness to the incident may be required to provide a written statement detailing the incident.

### *Monitoring*

Behavioural incidents are monitored on a daily basis by the Lead Teacher for Behaviour Support and Welfare Kathryn Connor.

A monthly report is given to Governors on the number of Restrictive Physical Interventions used.

### *Health & safety*

In the event of any injury sustained by students or members of staff, prompt and decisive action is necessary. The severity of the injury will dictate the course of action taken with the well being of the injured party being the utmost priority at all times. If a person is injured

- immediately assess the injury
- if necessary, summon first aiders / school nurses
- if possible, provide treatment
- if it is clear that the person requires hospital treatment then follow the procedure below

1. Inform the Headteacher
2. The Headteacher will organise transport to the hospital and contact other parties
3. Collect the necessary medical record and consent form from the administrative office
4. Ensure you have a mobile phone
5. The Headteacher will appoint a person to accompany the injured party to the hospital

The nearest hospital for emergency treatment is the

**Salford Royal NHS Foundation Trust, Stott Lane, Salford, M6 8 HD (Tel: 0161 789 7373).**

In the event of any head injury being sustained, whether the person has been taken to the hospital or not, then the following procedure must be applied

For a student

- the student's class teacher or tutor group teacher must make a verbal report to the student's parents or carers or named emergency contact
- the student's class teacher or tutor group teacher must ensure that any person either working with that student during the course of the day, or escorting that student home is fully aware that the student has received a head injury

- the student's class teacher or tutor group teacher must make a written record in the student's home-school diary detailing the incident and the injury sustained

If a student is spending time away from home, then the agency or person providing care for the student must also be informed, in writing, of the injury.

For a member of staff

- The person's named next of kin is informed of the injury. This report may be made by the person themselves if possible or by a person chosen by the injured party

## **Conclusion**

Behaviour support is a complex and problematic topic and guidance within this field needs to be continuously evaluated and critically appraised.

This policy should be read in conjunction with all pertinent school and Local Authority policies, guidance and documentation including

- Anti-bullying Policy
- Anti-racism Policy
- E-Safety Policy
- Fire Risk Assessments and Reports
- First Aid Policy
- Health and Safety Policy
- Moving and Handling Policy
- Personal Care Policy
- Records of visits from contractors
- Respect charter
- Safeguarding and Child Protection Policy
- SMSC and British Values Policy
- *Touch Policy (September 2018)*
- Whistleblowing Policy



# Appendices

**Appendix A: Behaviour Support Plan**

Name:	Class:	RA:	Programme:	Date:	Review				
Function ( <i>from MAS</i> ):									
Behaviour description:									
Objective ( <i>to meet needs</i> ):									
Proactive Strategies-70%				Active/De-escalation Strategies-20%		Reactive Strategies-10%			
In my state of calm, I will...				When I am bubbling, I will...		When I am in crisis, I will...			





## Appendix B: Behaviour Risk Assessment

Name of student:

Class Group:

Areas of Risk: e.g. self injury, destruction of property

**Likelihood Score** X **Impact of Harm Score** = **Overall level of Risk**

score

score

score

Likelihood	Impact of Harm				
	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

	Low Risk (1-3)
	Moderate Risk (4-6)
	High Risk (8-12)
	Extreme Risk (15-25)

**Is a Behaviour Support Plan (BSP) Needed? Y/N**

### Risk Rating Format

#### Guidance on Calculating the Risk Score

The risk matrix in Figure 3 includes risk scores and colour coding. The highest scoring risks 15-25 are coloured red. Orange risks are scored between 8 and 12, with yellow risk between 4 and 6. The lowest scoring risks 1-3 are green. To score a risk and select a colour, follow the steps below.

#### Step 1

Establish the Impact of Harm and Likelihood of Reoccurrence scores using the guidance in Figures 1 & 2.

#### Step 2

Multiply the scores together to get a risk score between 1 and 25

### Step 3

Use the Risk Matrix (Figure 3) to identify the colour of the risk. This will identify the level at which the risk will need to be managed.

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**Figure 1: Likelihood Score**

1	Rare	Only occurs in exceptional circumstances, <1%, 1-5 year strategic risk
2	Unlikely	Could occur at some time, 1-5%, at least annually
3	Possible	Should occur at some time, 6-20%, at least monthly
4	Likely	Will probably occur, 21-50%, at least weekly
5	Almost Certain	Expected to occur, >50% at least daily

**Figure 2: Impact of Harm Score**

	1	2	3	4	5
Descriptor	Insignificant	Minor	Moderate	Major	Catastrophic
<i>Injury</i>	Minor injury not requiring first aid	Minor injury or illness, first aid treatment needed	Over three days off 'sick' = RIDDOR reportable. 10 days to report to the HSE	Major injuries, or long term incapacity/disability (loss of limb)	Death or major permanent incapacity

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## APPENDIX C – BLUE FORM

		<b>Behaviour Incident Recording</b>		<b>Incident</b>
		<b>RESTRICTIVE PHYSICAL INTERVENTION</b>		<b>Number</b>
Date	<b>Student name:</b>			
	<b>Session and time</b>	door held White room door held		
		<b>Activity</b>		
2-person touch support		Noise levels low	medium	high
Front arm catch		<b>Brief description of incident or Staff involved (full name/s)</b>		
Group room 1/2/3/4				

2-person arm support person escort person escort	1- 2- Safe space	p room door Safe space door held	Group room 1/2/3/4 White room	held		
Group room	Unplanned RPI	Bespoke RPI	<b>Environmental factors</b>			
G rMovement around student low medium high Language level/ usage before incident low medium high u Was an assertive instruction given? Yes <input type="checkbox"/> No <input type="checkbox"/> Outcome						
<b>Status Please Circle</b> Violence 1,3,5, Self-harm 1,3,5, Destruction 1,3,5, Disruption 1,3,5, Refusal 1,3,5, Disengagement 1,3,5, Safeguarding 1,3,5 Health/ Medical 1,3,5						
<b>Signed</b> (lead person involved in incident)						
Action taken: inform SLT <input type="checkbox"/> inform parents <input checked="" type="checkbox"/> behaviour support meeting planned <input type="checkbox"/>						

<ul style="list-style-type: none"> <li>Filled in the behaviour incident book (blue bound book) <b>on the day of the incident</b></li> </ul>	
<ul style="list-style-type: none"> <li>If seclusion room used: inform member of SLT immediately</li> </ul>	<ul style="list-style-type: none"> <li>If seclusion room used: ensure seclusion book also completed</li> </ul>
<ul style="list-style-type: none"> <li>If an RPI used: inform member of SLT or Behaviour support team <b>same day</b></li> </ul>	
<ul style="list-style-type: none"> <li>If an RPI used: ensure this form is signed by Behaviour support team <b>same day</b></li> </ul>	
<ul style="list-style-type: none"> <li>If an RPI is used; ensure a letter goes home to Parents on the <b>same day</b></li> </ul>	<ul style="list-style-type: none"> <li>Given this form into the school office <b>ASAP</b> on the <b>same day</b> as the incident.</li> </ul>

Admin use only Incident recorded onto SIMS
---

Sign _____ date _____
-----------------------

SLT/ Behaviour support team use only RPI / seclusion room used Sign _____ date _____
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# APPENDIX D – PINK FORM



number	<b>Behaviour Incident Recording</b> <b>NON RESTRICTIVE Physical Intervention</b>										
	<b>Student Name:</b>										
Date	Session and time		Location			Staff involved (full name/s)					
Give space/ time			Change of face			Assertive instruction			Front deflection		
Touch support											
<b>Activity</b>											<b>Environmental factors</b>
Noise levels low                      medium high		Movement around student low                      medium                      high				Language level/ usage before incident low                      medium                      high					
Brief description of incident											
Outcome											
<b>Status please circle</b> Violence 1,3,5, Self-harm 1,3,5, Destruction 1,3,5, Disruption 1,3,5, Refusal 1,3,5, Disengagement 1,3,5, Safeguarding 1,3,5, Health/medical 1,3,5											
<b>Signed</b> (lead person involved in incident)											
Action taken: inform SLT <input type="checkbox"/> inform parents <input type="checkbox"/> behaviour support meeting planned											
Given this form to the school office ASAP on the <b>same day</b> as the incident <input type="checkbox"/>											

## Appendix E

### Guidance on the use of safety rooms including the SafeSpace, the White Room and Group Rooms

#### Introduction

The use of safety rooms is a complex and problematic area of our practice and merits continuous revision and re-appraisal as we develop our knowledge and understanding of pupils. Whilst guidance in this area can be complicated and at times confusing, one simple principle is abundantly clear, the use of safety rooms constitutes a **deprivation of liberty** and is therefore **illegal** other than for the most extreme of circumstances.

Therefore, we must be absolutely confident when using safety rooms that there is no alternative and that our actions would withstand the most intense scrutiny in law. The following guidance represents our school's policy in this area and must be adhered to at all times. This guidance must be read in conjunction with the school's *Behaviour Support Policy* and *Safeguarding and Child Protection Policy*.

#### Guidance

Recent Ofsted Training (April 2013) stated

*It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.*

and this provides a clear starting point for the consideration of our actions under the law. Other Governmental guidance is available such as the '*Use of Reasonable Force*' and the '*Deprivation of Liberty Safeguards*' (DOLS) and it is around this framework of information that the protocol and procedures outlined below is based.



## **Protocol**

The following protocol must be followed on all occasions in which a pupil is moved to, kept within or denied egress from any area against their will. Within school this will apply generally, but not only, to the SafeSpace, the White Room, classrooms where other students are removed and Group Rooms. When pupils are working off-campus, this protocol applies to any area in which a pupil is being detained.

**Failure to comply with this protocol in full will result in disciplinary action being taken and may constitute a criminal offence.**

1. The use of any safety room or area can only occur in the most **extreme** of circumstances in which there is a clear and imminent threat of harm to people or of significant damage to property or possessions.
2. During any period of seclusion using a safety room there must be a minimum of two members of staff present throughout the entire period of the seclusion.
3. Throughout the period of seclusion, there must be continuous monitoring and evaluation of the situation in order to secure a safe and positive resolution as quickly as possible. The *Restriction Reduction Table* must be completed every five minutes.
4. At the earliest possible opportunity a member of the Senior Leadership Team must be informed of the use of a safety room.
5. On receiving this information, the member of the Senior Leadership Team must attend the site of the seclusion if this is within school. If the seclusion is off-campus, the member of the Senior Leadership Team must monitor the situation via regular telephone calls.
6. The use of any safety room or area is only permissible if the pupil has a current **risk assessment** which clearly demonstrates that such action may be necessary. A current *Behaviour Support Plan* must be in place which stipulates that the use of a safety room or area may be necessary.

7. Parents or carers must be made aware of the pupil's risk assessment and the *Behaviour Support Plan*. The pupil's class teacher is responsible for ensuring this information is shared.
8. Parents or carers must be informed on each occasion in which a safety room or area has been used on the day in which it occurred. This information must be shared by either the home-school diary, text message, e-mail or telephone call. The Assistant Headteacher responsible for the Key Stage the pupil is in is responsible for ensuring this information is shared.
9. On very rare occasions, because of unforeseen circumstances, the use of a safety room or area may be necessary for a pupil who does not have a risk assessment which indicates this. On these occasions an immediate risk assessment must be completed by a member of the Senior Leadership Team in conjunction with the pupil's teacher. A full written report of the circumstances leading to the use of the seclusion room or area must be submitted to the Headteacher by the person making the decision to detain the pupil within one working day. If the Headteacher makes this decision, the report must be submitted to the Chair of Governors.
10. On those very rare occasions when a seclusion room or area has been used for a pupil without a clear and authorised plan in place, the Headteacher or Deputy headteacher must inform the parents or carers directly within one working day by either the home-school diary, text message, e-mail or telephone call.

### **Monitoring and Reporting**

The use of safety rooms or areas will be monitored each day by the Headteacher or the SLT using the monitoring books supplied for this purpose cross-referenced with SIMS. A decision as to whether the use of the safety room or area should be referred to the LADO will be made by the Lead Teacher for Behaviour Support and Welfare, Kathryn Connor, as part of her daily monitoring of the use of RPIs within the school.

The Headteacher/ Lead Teacher for Behaviour Support and Welfare will report to the Governing Body the use of safety rooms and areas as part of the termly Headteacher's Report to Governors under the section detailing the use of RPIs.

## **Conclusion**

This complex and problematic area continues to challenge practitioners in the field of SEND and it is critical that we continuously critique our practice in order to ensure the best possible outcomes are achieved for our pupils. Members of staff are actively encouraged to challenge and question the approach of the school in a professional discourse which serves the best interests of the school community. All members must acknowledge and accept the protocol outlined above and must have signed the appropriate register to record this.

Our practice in this area is guided by the document '*Positive environments where children can flourish*'

<https://www.gov.uk/government/publications/positiveenvironments-where-children-can-flourish>.



## Appendix F

Date	Pupil Name	Time In	Time Out	Comment
Decision made by:		Which SLT member informed has been informed:		
signed:			Monitored by SLT:	

[illegible]



## **Appendix G: Letter to parents**

Chatsworth High School & Community College  
Chatsworth Road  
Eccles  
M30 9DY

Date: \_\_\_\_\_

Dear Parent/Carer

I am writing to inform you that it has been necessary to use \_\_\_\_ Restrictive Physical Intervention(s) with \_\_\_\_\_ in order to maintain pupil safety.

We are sharing this information with you as part of our ethical obligation to maintain safe, transparent and lawful practice. As such, you are not required to respond to this letter at this particular time. However, should you wish to discuss the matter further please do not hesitate to contact me.

Please be assured that at Chatsworth High School & Community College we will continue to work with students and their families to reduce restrictive practices. Your collaboration and your input are always welcome.

Thank you for your continuing support.

Yours faithfully

Head Teacher  
Chatsworth High School & Community College