School Policy for Wellbeing
(and Positive Behaviour Support)

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Approved by:	*Governing Body*		
Last reviewed on:	*n/a*		
Next review date:	*Every two years unless statutory changes are required*		

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1. School Vision and our 'Wellbeing R.E.S.P.E.C.T Mindset'

Our vision for The Brook is a simple one: in a state of the art building, fostering an innovative, far sighted inclusive approach, pupils learn together in an aspirational environment, where their very differing educational needs are all met.

Our core school values are to create an inclusive learning community where:

- the school and the pupils are placed firmly within the core of educational provision and at the centre of community life;
- outstanding teaching and learning is central to everything we do and is challenging, rewarding and fun;
- the school is full of laughter, light, excitement and enthusiasm;
- every child is enabled to enjoy his/her childhood and is kept safe;
- our caring community is based on fair, understanding and compassionate relationships;
- the curriculum is continuously developed by a teaching community which is committed to shaping the learning of our pupils;
- curriculum across the range of pupils;
- the environment and curriculum provides every pupil with the opportunity to grow personally, socially and academically to be the best they can be and to develop a high sense of self confidence and self-esteem;
- communication is central to everything we do: every pupil will leave the school with an effective individualised system of communication which can be non-verbal, signed; verbal or technological;
- creativity is placed at the centre of teaching and learning, breaking down the barriers between subjects;
- staff are skilled, reflective practitioners who are themselves continually learning. They are professionals committed to achieving extraordinary results for their pupils;
- a wide-ranging and highly skilled multidisciplinary team works collaboratively with the school to provide access to the
- the approach across the inclusive campus is holistic and one of collaboration, harmony and trust, creating a safe, supportive learning community;
- there are clear boundaries and systems set for the pupils, which are well communicated, shared with families and consistently reinforced;
- the learning community including pupils/staff/parents/carers; governors; friends and supporters are proud of the school and actively work together in partnership to achieve the inclusive vision;
- positive images of and attitudes towards all our pupils are developed and modelled across the community in order to ensure their right be included in that community;
- difference and diversity is valued, understood and celebrated and the whole learning community is respected and valued. Discrimination is steadfastly opposed and rigorously challenged;
- appropriate access is provided for all pupils, staff, parents/carers and other member of the school community to the physical environment of the school.

R.E.S.P.E.C.T

A WELLBEING MINDSET

In January 2019, The Brook School launched our new bespoke wellbeing mindset. It encompasses our core values and outlines the key attitudes and approaches that are most important to support the overall wellbeing of our pupils, their families and our staff.

R elationships
E valuative
S tructured
P ositivity
E ngagement
C onsistency
T eamwork

Relationships We work hard to build and maintain strong relationships with our pupils, parents and colleagues.	**Evaluative** It is important to: - observe our pupils and listen to their "pupil voice" and - be self-reflective of our practice.	**Structured** We embed structure where necessary: - Routines - Boundaries - Expectations - Steps to success
Positivity Our pupils need to be in a positive environment, receive positive reinforcement and learn from positive role models.	**Engagement** We motivate, entice, encourage and inspire our pupils to succeed in a fun, engaging and creative school.	**Consistency** We share this common mindset and practise consistent approaches, which reinforce learning to ensure progress.
Teamwork We work together as a team with the pupils and their families at the centre of our shared mindset.		

Why have a R.E.S.P.E.C.T mindset?

There are three main reasons why the school initiated their wellbeing mindset:

- ***One size does not fit all.***

We are an SEN school and our pupils range significantly in regards of their communication, social and cognition skills and it is therefore important to recognise that having the same procedure for behaviour support does not always work for everyone. Having a fixed protocol for sanctions and rewards regarding pupil behaviour does not support our individual learners and their needs in the best way. What we can offer however, is a consistent approach; a consistent attitude; a consistent mindset so that our pupils receive differentiated initiatives of behaviour support that meet their individual needs but all stem from the same way of thinking.

- ***Behaviour policies are long documents.***

Whilst it is essential to have a wellbeing/behaviour policy in schools, they can often be so detailed and lengthy that they are not practical for day-to-day use. Therefore, having something more concise and user-friendly, which encompasses everything from the policy into one acronym, means we can effectively adopt this approach and embed it in everything we do.

- ***There is always room for improvement.***

The behaviour policy at the Brook has always been strong and the practice of its staff is excellent, however, we can always strive to be that little bit better and to ensure we are providing the best schooling for our pupils. The teaching staff (teachers and support staff) identified what they valued as important attitudes and approaches that they wanted as part of our shared mindset. These were categorised, defined and then streamlined into the R.E.S.P.E.C.T mindset that we have today.

Our R.E.S.P.E.C.T mindset defines, a clear and effective culture of differentiated support; a tool to ensure consistent best practice; a way for us to be the best we can; and a symbol of who we are.

2. Aims

This policy aims to:

- Provide a **consistent approach** to enable pupils to improve their wellbeing by supporting their behavioural needs;
- Provide a framework and an environment for effective learning and progress to take place.
- **Define** what we consider to be behaviour that challenges, including bullying;
- Outline **how pupils are expected to behave;**
- Summarise the **roles and responsibilities** of different people in the school community with regards to supporting behaviour and improving wellbeing for all;
- Outline our system of **rewards and sanctions.**
- Take into account the **mental and emotional needs** of all pupils.

3. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools;
- Searching, screening and confiscation at school
- The Equality Act (2010)
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- The special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that maintained schools should publish their behaviour policy online

4. Key Values (about the behaviour and wellbeing of our pupils)

At the Brook we believe that:

- Children and young people **want to behave well**
- Behaviour is a means of **communication** – we must ensure that all pupils are supported to communicate their needs safely and appropriately;
- **Behaviour that challenges is no different**. Behaviours that challenge can be any behaviour that any person may perceive as challenging. They can be passive or active. The most important aspect is that ALL staff understand and recognise behaviours that challenge **serve a function** for the pupil in communicating a need.

- Behaviours that challenge ***may*** fall into one of the following categories:

    - Non-compliance;
    - Attention seeking;
    - Aggression (physical and verbal)
    - Misuse of property
    - Socially inappropriate behaviour
    - Self-injurious and self-stimulation behaviours
    - Shutting down and being non-communicative

    - With the right support and intervention children and young people can learn to improve their behaviour and manage well;
    - Mistakes are part of the learning process and we recognise that all of our pupils and young people are at different stages of the developmental process;
    - All of our pupils have learning difficulties which impact on how they learn to behave;
    - All adults can learn strategies to support young people to improve their behaviour.

Addressing some common misconceptions:

- Not all behaviours need changing. We need to be tolerant of differences and not interpret all behaviour that challenges as those that need changing.
- Some behaviours can be inappropriate, this does not make them challenging. However, we seek to support pupils to develop appropriate, socially accepted behaviours
- Some behaviours are coping strategies or part of pupils' needs and/or personality; this is natural and should not be interpreted otherwise

All of our staff support the children and young people in our school by:

- Ensuring the best quality relationships with each pupil;
- Providing a curriculum to ensure every child has the opportunity to develop the appropriate skills they need to become successful learners and contribute to their wellbeing.
- Having a well-informed understanding of the pupil's needs;
- The scaffolding we put in place;
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned;
- Appropriate information sharing and effective communication;
- Creation, implementation and regular review of their profiles and plans;
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes
- Being reflective practitioners at all times and looking to continually improve our own individual and our school's holistic practice.
- Empowering the pupils to have their own strategies of emotional regulation, social communication, independence and self-esteem.

In addition, we understand the mental health of a child (and members of their family) can have significant impact on their wellbeing and quality of life. We aim to support our pupils mental health with the following principles:

- We have an allocated Mental Health School Lead (currently our AHT) who regularly attends training and is aware of local and national guidance and policy
- A high number of our staff are qualified in Mental Health First Aid.
- Our staff are all ACE aware and understand the impact of Adverse Childhood Experiences on the mental health and wellbeing of our pupils
- Staff are regularly trained surrounding topic such as attachment, trauma and resilience from internal and external sources.
- We celebrate Children's Mental Health Week every February in line with the Charity Place2Be and their themes.
- Our daily practice is embedded with support for the pupils' mental health, evidenced in circle times, PSED and one-to-one support.
- We discuss our pupils' mental health and that of their family members at every TaF, CiN and CP meeting. It is of paramount importance.

We have amalgamated all the above into our aforementioned, bespoke "**R.E.S.P.E.C.T Mindset**" which encapsulates our core values into one useful tool to ensure consistency towards a specific type of practice.

We are also guided by the National Autistic Society's **SPELL** philosophy (Structure, Positive, Empathy, Low Arousal, Links). Through this, we aim to support pupils to increase their independence, develop communication and reduce anxiety.

Finally, we ensure all our practice is guided by the **Positive Behaviour Support (PBS) framework**. (*See appendix 2 for the key messages about this programme).* The principles from the Positive Behavior Support framework shape our daily classroom practice, our whole school policy and how we respond to behaviour that challenges.

Finally:

- We do not seek to control children's behaviour but empower the individual pupil to manage their own behaviour;
- We seek to use the experience of the everyday to build internal resources that will help promote resilience through the successes and challenges offered during the school day;
- Through these experiences pupils will begin to internalise skills and strategies that will enable them to regulate their own feelings;
- The degree to which the individual will be able to do this will represent a continuum of structured support with some becoming increasingly more independent;
- Wherever a pupil is on that continuum we will continue to work to support their development and emotional well-being working closely with all involved professionals and the child's family to ensure continued access to the whole school curriculum and community life;
- We will ensure that any response to a pupil's behaviour reflects a graded and gradual

approach that takes account of individual learning needs and the demands of the situation.

- **Equal Opportunities:** In accordance with the school's Equal Opportunities Policy and the Equalities Act 2010, all pupils will be given every opportunity to achieve irrespective of any behaviour that may be perceived as challenging. This is irrespective of race, gender, disability, sexual orientation, or religion; the code of behaviour support applies to all children equally.

5. Objectives

- To create a safe, secure effective learning environment for all members of the school community;
- To create a holistic and whole school approach that encourages and reinforces positive behaviour to ultimately improve the pupil's quality of life and wellbeing.
- To approach the management of behaviour in a graded and gradual, 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 emotional resilience through positive relationships;
- To plan and implement individual strategies for pupils for whom behaviour support 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.

6. Classroom Management and Planning for Positive Behaviour

Through the Teaching, Learning and Curriculum Framework, behaviour support is planned and managed by the following:
(They all have strong links to our **R.E.S.P.E.C.T** mindset: **(Relationships, Evaluative, Structured, Positivity, Engagement, Consistency,** Teamwork)

- Developing a consistent communication system between all staff, to meet the needs of each individual pupil. At The Brook, we adopt a 'Total Communication Approach' ensuring that all pupils, irrespective of need, have opportunities to communicate their needs. We must also ensure we continually help develop our pupils' skills in communication.

Ensuring effective classroom management including:

- Consideration and adaptation of the environment provided (not creating a sensory overload, providing space and ensuring feelings of safety);
- Clear and consistent routines and visual timetables with particular emphasis on supporting transitions to create a highly structured and predictable environments.
- The use of "Now and Next" communication boards and "Social Stories" for those who need it.
- Clear and consistent expectations of pupil behaviour and appropriate strategies in place to respond to changes in behaviour. Making sure everyone is clear about which behaviours are appropriate and which are not. Ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored.
- Minimise confrontation to avoid stress. Minimise or avoid 'triggers' or background factors known to present difficulties to the pupils
- Setting good examples by remaining calm and role modelling at all times.
- The use of positive reinforcement through positive actions and language.
- Staff MUST only tell a pupil what they want them to do and not want they don't want them to do (i.e., "walk nicely please" as opposed to "no running")
- Offering choice where possible to encourage participation and a sense of inclusion and ownership of improving their own behaviour. Providing choice can also reduce anxiety in a given situation and offer an escape or an opt-out option.
- Pupils have the opportunity and the communication aids available to request breaks if they want. These are then managed to ensure a fair collaboration between the needs of the pupil and the needs of the school, staff and other pupils.
- Staff are highly skilled in distraction, diversion and negotiation techniques.
- It may at times be necessary to adopt reactive strategies including planned ignoring, removal of trigger(s), removal of other pupils.
- Where possible staff must promote positive behaviour proactively but, in some instances, where it is required, staff may need to provide clear and consistent consequences and sanctions (see section 9 for more details).

Class teams also ensure:

- sessions are interesting and motivating;
- sessions are differentiated according to the individual needs of each pupil within the class;
- an effective use of staff and resources within whole group, small group and individual work.
- They understand that all behaviour is a means to communicate and behaviour that challenges is no different. The behaviour is very often not deliberate or aimed in a personal way and it is stemmed from the pupil not feeling safe at the time and seeking their support. Staff are expected to be mindful of this at all times and give the support (whilst also developing the pupil's communication and behaviour skills to seek support in more appropriate ways.

In addition, class teams are expected to:

- create, implement and review a "My Needs Profile" for each pupil.
  Please see appendix 4 for an example of this profile

- if required, create, implement and review a "Wellbeing Support Plan" (Positive Behaviour Support Plan and Positive Handling Plan (*see appendix 5)*
- if required, create, implement and review any other plan for example: a sensory diet, an OT or Physio plan, a health care plan or a specific communication plan.
- complete our 'Emotionally Able' programme once every term. This involves a review of current practice; the creation of new strategies; and then an evaluation of the effectiveness of these strategies. This can be for the whole class and for individual pupils *(See appendix 6 for more details of this programme)*
- utilise the support from their colleagues and staff teams. Asking for support is only considered a strength and never a weakness
- be reflective practitioners at all times and look to continually improve our own individual and our school's holistic practice. Some of the questions staff can ask themselves include:
    - Why is the behaviour occurring?
    - Have I provided the right means for the student to communicate?
    - Does the student know what is expected of them?
    - Does the student need a break, sensory or movement activity?
    - Is there a risk?
    - What is the student trying to communicate?
    - Can the situation be avoided?
    - Why am I moving the student?
    - Can I move other pupils?
    - Do I feel confident?
    - Do I need help?
    - Do I feel calm enough to deal with the incident?
    - Are there any other strategies I could be using?

7. A Child-Centred Approach

At the Brook, all staff adopt a child-centred approach; this helps staff to understand the way that our pupils view the world and the challenges they face and helps staff to organise systems effectively to manage major and minor changes and transitions and to anticipate and pre-empt potential difficulties. The child-centred approach provides:

- A flexible approach to the timetable that balances the pupil's individual needs and access to the curriculum;
- a balance between individual and whole class needs;
- the highest realistic expectation;
- strategies to help adults respond thoughtfully to pupils' communications and acknowledging their feelings;
- encouragement for pupils to show the same consideration to others that they would want for themselves.

8. Developing Autonomy, Self-Control and Building Resilience

This is achieved by:

- Enabling pupils to access a structured means of communication, beginning with simple choices leading to a consistent system of communication.
- Staff maintaining agreed guidelines and setting clear boundaries for behaviour from the earliest age to communicate a safe, secure and consistent environment.
- Ensuring the pupils have access to the resources, the space and the opportunities to self-regulate and having relatable strategies modelled to them to begin with if needed.
- Recognising and rewarding achievement and good behaviour through:
    - Positive body language e.g., smiling, a 'thumbs-up', contingent touch, etc.
    - Positive, genuine feedback during lessons;
    - The consistent use of daily recording (Tapestry and Sleuth)
    - Certificates, stickers and celebration assemblies;
    - Phone-calls home/notes in the home-school book;
    - Frequent positive feedback when things are going well and minimal feedback for low level undesirable behaviours;
- Providing opportunities to take on responsibilities and develop independence;
- Giving pupils enough time to process information and respond or participate accordingly, to do things for themselves and the time to understand and be understood.
- Informing pupils in advance about their environment, the expectations within it and any changes taking place, both those involving the individual, other members of the class or group or change in staffing personnel.

9. Rules, Rewards and Sanctions

Rules, rewards and sanctions are deemed to take on a particular significance that is unique within a special school, especially within the ethos and vision of The Brook. In keeping with the guidance of the Equality Act (2010) we seek to approach the use of reward and sanction on the basis of the needs of the individual pupil.

"The overriding principle of equality legislation is generally one of equal treatment ….. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So, in a school setting ….. you may be required to treat disabled pupils differently…."
(Equality Act 2010)

Rules to support positive behaviour. They should be:

- Few in number;

- Where developmentally appropriate, agreed with children and young people;
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going do;
- Regularly referred to by all staff with children and young people. Reminding each other of the rules and expectations regularly, mean you set yourselves up to succeed.
- Appropriate to the activity and developmental range.

Rewards are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve. They include:

- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities
- Preferred activities above and beyond the scheduled daily activities (e.g., sensory room, bike, IPAD, choosing time)
- Showcasing achievements in celebration assemblies
- Descriptive Praise
    - If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.
        - 'I liked the way you came the first time I asked.'
        - 'I noticed how kindly you supported S. Thank you.'
        - 'Thank you for returning to the activity so promptly.'
    - We are also giving them positive feedback and personal recognition. This raises their self- esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

- Any specific reward chart or system that a class adopts must:
    - be simple, clear and consistently used by all staff
    - be agreed by all staff and pupils
    - operate with positive reinforcement only – i.e., stars/smiley faces are only ever achieved or given – **they are NEVER taken away or removed** once they have been earned.

Sanctions, if necessary, must be in the form of **meaningful consequences** which the pupil can understand and process. They must never be used to punish the pupils. For example, if a pupil is not behaving in a safe way on the playground on one morning, it may be appropriate for them to remain in the class the next day to demonstrate the importance of playing safely with others (only if the pupil can relate to what happened on the previous day). However, if the staff member knows they like swimming for example, they ***may not*** exclude the child from swimming because they are playing unsafely on the playground. This is not related and will only serve to damage the pupil / staff relationship.

To be effective, most consequences must be imposed *in the moment* for our pupils as their understanding may not extend to a certain time in the future. However, if the pupil is still in

'crisis' then any consequence must be delayed until they are able to process it with a calm state of mind.

Some examples of sanctions could include:

- Ignoring negative behaviour and praising good behaviour
- Time out (consideration for the duration and level of effectiveness this may have on differing pupils must be made).
- Reduced participation in activities that are deemed unsafe at the time
- Catch up the work they have missed (either at break-time or at home)
- A letter and phone call home may take place if there has been an incident of serious behaviours that challenge

At all times staff are encouraged to

- remind pupils of the desired behaviour, explain an alternative positive behaviour to the negative one they are exhibiting
- give a non-verbal sign or visual cues to support the pupil
- redirect the pupil back to the school/class rules and how they can earn positive reinforcements.

Each class will be required to act as outlined within this policy but the application of rewards and sanctions will seek to reward and support positive outcomes whilst supporting the needs of the individual pupil.

10. Pupils with exceptional behavioural needs

- *Reactive Practices*
- *Anti-Bullying*
- *Positive Handling and Restrictive Physical Intervention.*
- *Exclusions*

The majority of children at the Brook will respond positively when staff work within these guidelines but some of our pupils need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this Policy;
- Recording and monitoring the behavior on Sleuth. Some minimum expectations include:
    - Staff MUST record the first instance of a 'behaviour that challenges', occurring. Recording the date/time of when a behaviour starts or changes, is often vital to understanding the function of it.
    - Staff MUST record any injury to pupils and or staff
    - Staff should record for a minimum of two weeks before reviewing the data for

any patterns or trends.
    - Staff MUST record any incidents of (RPI) restrictive physical intervention (see more details below)
- Updating their "My Needs Profile"
- Following the "Flowchart for the Procedures of Wellbeing Support" *(see appendix 3)*
- Putting in additional scaffolding, tailored to the specific needs of each child or young person;
- Putting in temporary additional staffing that is gradually decreased as the situation improves;
- Carrying out a multi-agency review. Every fortnight, specific pupils are discussed at our MAG (Multi-Agency Group) meeting and assigned a safety scale (1-10) with the lowest number denoting the highest concern.
- Carrying out observations in a range of contexts;
- Making the routines/strategies more detailed, differentiated and personalised;
- Referring the pupil to our PBS team for addition support, observation and strategy planning.
- Referring the pupil for medical investigations to ensure that he/she is not in pain or unwell;
- Carrying out a Functional Behaviour Analysis (FBA) by one of the PBS team
- Drawing up a Risk Assessment and or a "Wellbeing Support Plan" Positive Behaviour Support Plan (if appropriate including a Positive Handling Plan) detailing action to be taken when identified behaviour occurs. This is shared with the child (as appropriate), parent and other staff.
- Utilise the support from their colleagues and staff teams. Asking for support is only considered a strength and never a weakness.
- Drawing on additional resources from beyond the school, e.g., CAHMS, EP support, Disabled Children's Team and medical specialists;
- Parental and family support to implement changes in strategies.

There may be a small number of pupils who need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, The Local Education Authority and external agencies.

Bullying (including Cyber-bullying)

At the Brook we do not tolerate bullying of any type. Definitions of bullying are:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, (baiting and banter can sometimes be considered bullying too)
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- Bullying must **never be** ignored;
- **All** instances of bullying must be recorded;
- Parents and carers should be informed by staff via telephone or in face to face contact;
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions (as appropriate), apologising and agreeing to stop/change the behaviour causing concern;
- Children need to be supported to develop age appropriate level E-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.

Child on Child Abuse (formerly Peer on peer)

All staff should be aware that children can abuse other children (referred to as 'child on child' abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Abuse in intimate personal relationships between peers
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent
- Initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above.

*Please see the appendix 8 for further guidance on the school's **Anti-Bullying Policy**.*

Discriminatory language/incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community;
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team;
- They MUST be recorded appropriately on My Concern and on Sleuth, including all follow-up action;
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other.

*Further guidance is available in the school's **Equalities Policy**.*

Positive Handling and the use of Restrictive Physical Intervention.

Contingent touch

This may be used **appropriately** e.g., pat on shoulder in a public place, in the appropriate context. Many of our pupils, in order to feel safe will need support in the form of physical touch from their trusted staff.

Holding or guiding

These may be used appropriately; this is when we provide physical direction similar to contingent touch but more directive in nature, e.g., the child or young person is led away by hand/arm/around shoulder (using taught practices) or for very young children it may mean

more direct physical support – cradling or hugging. Children with complex needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

Restraint or **Restrictive Physical Intervention** (RPI)

This is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property.

The principles underpinning restraint are:

- Restraint should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised training, and this is up-to-date;
- Restraint should only ever be used if it is Reasonable, Proportionate and Necessary.
- It should **only** be used if the child or young person is putting themself or others in danger and where failure to intervene would constitute neglect.
- Staff must always approach the situation in a non-confrontational manner and remain calm, using non-threatening verbal and body language.
- If restraint is used staff **MUST**
- **Record** the event on **Sleuth** with 24hours
- **Inform the parents**/carers via phone call *before* the child arrives home.
- **Record any injuries** to other pupils or staff appropriately.
- An Individual Risk Assessment and Wellbeing Support Plan (Positive Handling Plan) will need to be carried out. It may be that at the present time the pupil's needs are such that he/she requires physical intervention to keep them and or other safe. This will need to be detailed in their Wellbeing Support Plan and agreed with their parents and SLT / PBS team. This plan will need to be reviewed regularly.
- Staff need to be able to establish the possible consequences of using a particular method or methods of physical intervention when difficult behaviour occurs.
- Following any further incident, the Wellbeing Support Plan (Positive Handling Plan) need to be updated and shared with relevant colleagues.
- First aid must be sought for any injured pupils or staff
- families of any injured pupils must be informed and logged
- a referral to MDT may be made
- There should be a debrief at the end of the day with staff
- There may be a debrief with the student after the incident (this will depend on the child.
- The pupils "My Needs Profile" and or "Wellbeing Support Plan" should be reviewed and updated or created
- PBS team and SLT will be notified through SLEUTH and respond.

During the use of restraint staff must always adopt our "Help Protocol" and support each other as a team

- Staff will say, ***"help's available"*** and wait a response before supporting the person engaging the pupil. And then respond according to their response.

If the response is a "no" but the approaching staff feels they know more about the pupil's needs or the situation they can say, ***"more help's*** mean more direct physical support – cradling or hugging. Children with complex needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

Restricting Liberties
At the school, children and young people will **never** be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet
- Isolated in ways in which they are not able to communicate their needs, including non-verbal cues.
- Prevented from leaving spaces or rooms unless it is for their own protection or to prevent harm to others.

Exceptional Circumstances

In exceptional circumstances, a pupil may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present, and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Education Authority and Safeguarding and Social Care, or a consultation call with the Haringey MASH team (Multi-Agency Safeguarding Hub) if the pupil is not known to the Disabled Children's Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child's risk assessment must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

Corporal punishment is illegal and is never used at the school.

Searching, Screening and Confiscation

Due to the nature of our school being a Primary SEN school, the likelihood of need to search our pupils or confiscate items is incredibly rare. However, the policy and expectation of staff must be clear if the situation does arise.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

- Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:
    - knives and weapons;
    - alcohol;
    - illegal drugs;
    - stolen items;
    - 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, or damage to property of; any person (including the pupil).
    - an article specified in regulations:
        - tobacco and cigarette papers;
        - fireworks; and
        - pornographic images.

At times, for example on our year 6 residential trip, the school may list additional prohibited items. These may include,

- personal electronic items

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of all of our pupils at The Brook with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

In addition:

Only the head teacher, or a member of staff authorised by the head teacher, can carry out a search.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

If the pupil refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above but not to search for items which are identified only in the school rules.

School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

Staff must record any search for prohibited items on our My Concern database

Staff must inform the parent if any search is carried out.

At the time of writing this policy, The Brook School does not feel is needs to introduce any specific **screening** protocol as the likelihood of needing to search for restricted items is so low, it does not warrant this being considered.

Items found as a result of a search

An authorised staff member carrying out a search can **confiscate** any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

Monitoring on Sleuth and My Concern

- Consistent behaviour management and safeguarding throughout the school is necessary, appropriately adapted to the age/ability of the child; this is partly achieved via monitoring and reflection.
- Detailed, impartial and contemporaneous records are essential in maintaining an overview of a child's progress towards appropriate behavior for learning.

Further guidance is available in the school's ***Policy on the use of Positive Physical Intervention*** *(Appendix 7)****; Policy on Safeguarding;*** *and our* ***Policy on the Use of Quiet Rooms*** *(Appendix 9).*

Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

Although this form of sanction is rarely enacted, the Headteacher may feel that it is the only available sanction after all other attempts to deal with a pupil's seriously challenging behaviour have been unsuccessful over a substantial period of time. It is most effective when the pupil has sufficient cognition to understand the reasons for the exclusion. Exclusions also alert the Local Authority to the fact that a placement may be breaking down and allows early intervention partnerships to take place to resolve the situation in the best interest of the pupil.

Exceptional circumstances include, but are not limited to incidents where

- there has been significant and repeated threats of, or actual physical aggression against others by a student whom staff judge has some degree of responsibility for their actions and for whom this sanction may be useful in signalling to the student and to school community the seriousness of their actions, and motivate the student to improve and make amends;
- Incidents of knife crime or the deliberate use of weapons in school;
- Incidents of sexual violence;
- Incidents of significant deliberate damage to property;
- allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a pupil for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked;
- Allow the pupil to give their version of events.
- Consider the extent to which the pupils' special educational needs affected this incident.

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person. Exclusions can be managed internally, and a child or young person may be removed from class for a fixed period of time.

When fixed-term exclusions are enacted, however rarely, the duration is always 1-5 days maximum. In the school's experience, any longer serves no useful purpose, and would suggest that some other intervention is essential, and/or may suggest that the placement is inappropriate. The expectation is that alternative provision will have been sought well before a permanent exclusion might be required.

In the event that the Brook is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Further guidance is available in the school's ***Policy on Exclusions.***

11. Working with Parents and Carers

Working together with parents and carers is essential in meeting the needs of pupils at The Brook, where we seek to:

- Implement systems that facilitate communication and sharing of information between home and school generally and particularly for the prevention and management of difficulties in behaviour;
- Actively seek and integrate parents' needs and views in planning for individual children;
- Share information made available to parents as part of the school's local offer on:
    - resources and school procedures for responding to difficulties with behaviour
    - safeguarding and child protection procedures
- To provide mutual support for parents and staff through discussions, practical strategies, training sessions, Team around the Family (TAF) meetings and Child in Need (CIN) meetings;.
- For the individual pupil, we recognise that there is no one right way to deal with a difficulty and the most successful approach being one that realistically takes into account the particular strengths and circumstances of those involved – both parents and staff.

12. Working with other Professionals

Meeting the needs of pupils within a range of complex needs, requires a multi-disciplinary approach. This is supported across the multi-disciplinary team (MDT) at The Brook involving a range of health, education and social care professionals, where the:

- risks within a pupil's behaviour can become a focus for discussion and support from the MDT, dependent upon the observations and strategies of the class team;
- level of risk has not been reduced by the interventions of the class team, thus leading to a whole school approach;
- needs of the pupil cannot be met within the school and a child may be at risk of exclusion, therefore involving other agencies outside school.

The AHT (Lead for Wellbeing) chair's fortnightly **MAG** (Mutli-Agency Group) meetings. The meetings bring key members of school staff including, The Head, The Child and Family Liaison Officer and on occasions teaching staff with other key agencies and staff members; The School Nurse, The SaLT and Health lead, a representative from Haringey CAMHS-LD, a representative from Haringey DCT (CWLD) social services, our schools Ed Psych and any other members of our MDT team.
Each pupil of concern is allocated a signs of safety (SOS) scale from 1 – 10 with the lowest number denoting the highest level of need. The MAG will discuss the "concerns," what is "working well" and what needs to "happen next?" and then review their individual SOS scale.

13. Staff Support and Training

A school system for continued professional development and staff training is embedded and

- ensures that the Assistant Head Teacher and PBS team are highly qualified and trained with, for example, up to date behaviour support techniques, the PBS programme, Mental Health First Aid, Trauma, Attachment and Resilience
- provides regular training for all staff (by internal staff and external agencies) to include areas such as: safeguarding; mental health and behaviour support, the PBS programme and how to write wellbeing support plans; Positive Handling (from School Staff Safety Training Ltd (the Positive Handling Academy)
- recognises that all staff need to build their skills, understanding, confidence and feel valued;
- offers a rigorous programme of induction for all new staff outlining their duties and responsibilities in line with the ethos and vision of the school
- Provides access for all staff to support/supervision from colleagues SLT and Emotional Wellbeing and Behaviour support Assistant Head.
- Provides access to the Employee Assistance Programme to offer staff support relating a myriad of different matters including work and personal concerns, financial and legal advice and support.

14. Roles and Responsibilities

The Governing board

The Broadwaters Inclusive Learning Community Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. The Governors also review their statement of behaviour principles annually. (See appendix 1)

The Headteacher

The Headteacher (with support from the Assistant Head) is responsible for reviewing this behaviour policy in conjunction with the Broadwaters Inclusive Community Governing Body. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing this wellbeing policy consistently;
- Modelling positive behaviour;
- Promoting the values of our R.E.S.P.E.C.T mindset within their daily practice.

- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents on Sleuth as stated above (with particular importance given to recording incidents of RPI)
- Creating, reviewing and updating the pupils "My Needs Profiles", "Wellbeing Support Plans" and any other individualised plan necessary for the needs of the pupils in their care.
- Completing the termly "Emotionally Able" programme (Steps 1, 2 and 3) for their class and any chosen individual pupils.
- The systematically reflect on their practice and strive to make progress and improvements in the service they provide our pupils and their families.
- The Senior Leadership team will support staff in responding to behaviour incidents.

Wellbeing Team (PBS team)

- Provide holistic and ongoing support to the school including:
  - Ensuring their own CPD is up to date and relevant
  - Supporting whole school training and CPD
  - Influencing, promoting and role modelling all policies related to wellbeing.
  - Meet fortnightly as a team to review school practices.

- Provide individual or specific support to pupils and class by
  - Meeting with class teams or individual staff members
  - Carrying out class / pupil observations
  - Attending TaF / CiNs where appropriate.
  - Carrying out FBA (Functional Behavioural Analysis) where appropriate.
  - Supporting classes to create, implement and review any wellbeing support plans in place.
  - Offer emergency response to classes / pupils in crisis where possible and appropriate.

Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour; including changes to medication, incidents of trauma or changes in behaviour at home.
- Discuss any behavioural concerns with the class teacher promptly;
- Attend TAF and CIN meetings.

15. Complaints Procedure

In line with school's open door policy any concerns or complaints can be made in person or in writing to the Headteacher or any member of the senior leadership team. If the issue is not satisfactorily dealt with it can be referred to the school's governing body.

16. Links with other policies

This Wellbeing policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying Policy
- The Equality Policy
- The use of Positive Physical Intervention Policy.
- The use of Quiet room Policy
- Health and Safety Policy
- Teaching and Learning, curriculum and assessment policies.

Appendices to The Brook Policy on Wellbeing

Appendix 1:

Statement of Behaviour Principles

The Governing body's written Statement of Behaviour Principles, which are reviewed and approved by the full Governing Body annually -

- Every pupil has the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood and upheld by staff
- Pupils are supported to use appropriate behaviour to communicate effectively
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Discriminatory, violent and/or threatening behaviour will not be tolerated in any circumstances

Appendix 2:

The key principles about Positive Behaviour Support (PBS)

Aims of PBS

The overall aim of Positive Behaviour Support (PBS) is to improve the quality of a person's life and that of the people around them. This includes children, young people adults as well as older people.

PBS provides the right support for a person, their family and friends to help people lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about getting rid of problematic behaviour

With the right support at the right time the likelihood of behaviour that challenges is reduced.

What is Positive Behaviour Support?

PBS is a person-centred framework for providing long term support to people with a learning disability, and/or autism, including those with mental health conditions, who have, or may be at risk of developing, behaviours that challenge. It is a blend of person-centred values and behavioural science and uses evidence to inform decision-making.

Positive Behaviour Support (PBS) approaches are based on a set of overarching values. These values include the commitment to providing support that promotes inclusion, choice, participation and equality of opportunity.

Key principles of PBS

Behaviour that challenges always happens for a reason and may be the person's only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet people's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.

A PBS framework:

- Considers the person and his or her life circumstances as a whole including physical health and emotional needs such as the impact of any traumatic or adverse life events and mental illness
- Reduces the likelihood of behaviours that challenge occurring by creating physical and social environments that are supportive and capable of meeting people's needs.
- Is proactive and preventative and aims to teach people new skills to replace behaviours that challenge – and other skills that enhance the opportunities people have for independent, interesting and meaningful lives.
- Is likely to involve input from different professionals and include multiple evidence-based approaches and treatments that come from a shared value base and are provided in a coordinated and person-centred manner. These may include trauma

informed care, autism specific approaches, active support and other appropriate interventions that support physical, mental health and wellbeing.

Delivery of PBS

One core part of assessment in PBS is to understand why the behaviour that challenges happens – how the behaviour has been learned and how it is maintained. This process is called functional assessment.

Once the reason for the behaviour has been identified a PBS plan is co-produced and followed by everyone involved in supporting the person. PBS plans should be developed in partnership with the person and their family. PBS is most effective when individuals are supported by people who have a good relationship and rapport with them and who understand PBS.

A PBS plan promotes pro-active and preventive strategies and includes teaching new skills It may include strategies to avert crisis and keep people safe. If this involves using restrictive interventions, then these must be the least restrictive and there must be a plan about how to reduce reliance on restrictive practices.

It is important for staff and carers to be properly trained in PBS and supported by managers and organisations to deliver PBS effectively.

The competencies for PBS have been described in detail by the PBS Academy: http://pbsacademy.org.uk/pbs-competence-framework/

References

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O'Brien, J and O Brien, C (1998), The Five Service Accomplishments. Implementing person centred planning. Toronto: Inclusion Press

PBS Competence Framework, PBS Academy, http://pbsacademy.org.uk/pbs-competence-framework/

Appendix 3: Procedures for Wellbeing Support at the Brook – Flowchart.

Child presents **behaviour(s)** that challenges

Class team reads home/school book; **contact parents** for further information.

Class Team discuss concerns with **previous class team**

Class Team carries out initial **observation**(s)

Class team meet to discuss behaviour together

Class team begin recording 'events' on **Sleuth**

Various professionals who know the child complete **MAS** form

Continue to record events on Sleuth (detail antecedents & consequences)

If appropriate complete **mood** chart / level of **cooperation** chart by hand

Inform the Wellbeing (PBS) team of the concerns and that you are recording the behaviour.

Wellbeing Team meet to discuss pupil. Possibly triage for a support

Class team meet with member(s) of **Wellbeing Team** to discuss possible strategies

Referrals to OT, SALT, CAMHS and MAG if appropriate

You must involve **parents** if you have not done so already

NOTE: This is a guide and is not an exhaustive list of actions before seeking support. If you feel you need support early on, then please seek it. E.g. if the behaviour is considered extremely challenging.

PBS team with **Class Teacher** carries out further **pupil observations** and a **Functional Behavioural Assessment** including a review of the **MAS** forms, **Sleuth data** and completes **FAST & BBAT**

Wellbeing Team and **Class Teacher** completes **Wellbeing Plan** which included **BSP** and **PHP** if appropriate

Wellbeing plan <u>reviewed</u> every time there is an incident or at least every 2-3 weeks

If necessary: complete **intervention plan**

NOTE: TAF, CINs and MDT all happen alongside the above.

Appendix 4: My Needs Profile (blank template)

My independence needs:

Toileting (intimate care): .

Playtimes: .

Un/dressing: .

Movement: .

Eating/Drinking: .

Using the school bus: .

On educational trips / out in the community: .

Swimming:

Please see class swimming risk assessment for more details.

The professionals involved in my care:

- My occupational therapist is …
- My speech and language therapist is …
- My physiotherapist is …
- My social worker is ...

My Needs Profile

Photo

Name:

All about me:

I am

Created:

This profile must be regularly used and updated by everyone involved in my care.

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<table>
<tr><td>My basic needs:
To feel safe.
To have good rest at night.
To have eaten well.
To have my toilet needs met.
To build relationships with others
To have supportive and trusting adults in my life.
To have frequent breaks during the day.
To play and learn</td><td>My developmental or special educational needs:

My medical needs:

My allergies / specific dietary needs: .

My other needs: .</td><td>My safety needs - This is how you can support me reactively

I can become upset or anxious when:
My basic needs are not met</td></tr>
<tr><td colspan="2">My safety needs - This is how you can support me proactively</td><td rowspan="2">I express my anxiety and my need to feel safe by:</td></tr>
<tr><td>My communication needs:</td><td>My sensory needs:</td></tr>
<tr><td>My structural needs:</td><td>My other needs:</td><td>When I am feeling upset or anxious, I need you to:</td></tr>
</table>

Appendix 5:

Wellbeing Support Plan: Positive Behaviour Support and Positive Handling

Child's name: **Class:** **Date:**

Review Date:

A: Triggers
What can cause the person distress? - Think about places, specific situations, people, activities, changes, sensory issues (e.g. noise, touch, etc.)
B: Proactive strategies
What can we do to ensure the child is supported each day? How can we support the child to cope with these triggers? What environmental factors do we need to consider?
All adults working with _____ must read his "My Needs Profile" and this wellbeing plan carefully.
Reactive strategies
C: Stage 1 – Early warning signs (low intensity behaviours)
a) How do you know the person is becoming distressed? - First signs, e.g. body language, facial expression, language, tone of voice, behaviours. What is the possible function of these behaviours?
b) What can help the person to feel calmer at this time?
Where appropriate always specify how long by offering _____ a choice. i.e. 5 or 10 minutes Always inform _____ what is happening next. Then support him/her into that activity.
D: Stage 2 – Medium Intensity behaviours
a) What might the person do at this stage? - List specific behaviours - Include details of how long they may last and who may be at risk. What is the possible function of these behaviours?
b) What should you do at this time? - List things you can do to try to prevent the situation from getting worse - Consider what you do to make sure everyone is safe
E: Stage 3 – High intensity behaviours
a) What might the person do at this stage? - List specific behaviours - Include details of how long they may last and who may be at risk. What is the possible function of these behaviours?
b) What should you do at this time? i) What are the ***preferred*** supportive & intervention strategies – Describe strategies that, where and when possible, should be attempted before considering any positive handling techniques

b) What are the **Restrictive strategies?** ii) What are the ***preferred*** physical interventions that should be applied?
Details of the restraint: i.e. any language you will use with the child ("I am making you safe," countdown to release) or particular rooms you may escort them to. Are there any **health conditions** to consider?
F: After the incident (Recovery and de-escalation)
a) How do you know the person is calming down? – e.g. body language, facial expression, language / tone of voice / behaviours
b) What should you do at this time? - support for the individual - support for staff - who should be informed - any records that need to be completed.
Debrief with child: (details of how a debrief to reflect on preferred behaviours should be managed) Do you need to complete any of the following? Accident and incident form Debrief / support for adult involved RPI form (plus debrief with child and adult involved) Sleuth Upload to My Concern Inform Parent/carer. If an incident has been significant or has led to RPI then the parent/carer will need to be informed.
c) Be reflective
Discuss as a team where possible the following questions: What would help in the future? - What were the triggers? - How could they have been prevented? - What did the person respond well to? - What didn't work? What did I do / say that made things better? What did I do / say that made things worse? **Then adapt, add to or amend the above wellbeing plan accordingly**

	Please print	Please sign	Date
Behaviour coordinator			
Class teacher			
Parent/carer (if there is planned use if RPI)			

The plan must be reviewed each time there is an incident or on the date stated at the top of this plan (whichever is sooner). The parent will only need to agree/sign the plan again if the preferred RPI is changed.

Appendix 6:

EMOTIONALLY ABLE
Classroom Profile - OVERVIEW

What is the Emotionally Able programme and how is it used at The Brook?

What is the "Emotionally Able" programme?

The Emotionally Able programme begun many years before the Brook was even built. The Educational Phycologist (at the time) Dr Mark Fox who was supporting the school together with Mr Thomas Laverty who was a senior teacher at William C Harvey School began thinking about the various programmes of support available for schools and in particular for SEN schools. They established that there was limited support available that was specifically aimed at SEN pupils so they began doing research in the school with their own pupils. William C Harvey became the Brook and the two founders continued their development of "Emotionally Able". It has been adapted various times over the years and has been created using the expertise of many teachers and support staff who work closely with SEN pupils every day. Many workshops and group discussions have taken place to support the two to develop the programme.

The pair collaborated with another Educational Psychologist and colleague Dr Sanchita Chowdhury and they wrote a book titled, "Supporting the Emotional Well-being of Children and Young People with Learning Disabilities."

The programme has two main areas - 'The Individual Profile' and 'The Classroom Profile.'

'The Classroom Profile' is sectioned into three main areas: Engagement; Relationships and Feeling Positive. Each area is divided into three key categories and then each of these are in turn divided into a further three sub categories. Thus creating 27 different aspects of classroom practice to focus on *(see table below).*

'The Individual Profile' is based around four phases to help construct an individual programme of support tailored to the child's needs.

How does The Brook use the "Emotionally Able" programme?

'The Classroom Profile:' Each term the individual class teams will concentrate on one key area of the programme. *Autumn* - 'Engagement', *spring* - 'Relationships', *summer* - 'Feeling positive'. At the beginning of each term, the class team will carry out steps one and two of the classroom profile. Step one is the initial audit of practice - what is going well? and what can be developed? In step two, the class team will then establish 2 - 4 strategies (or targets) that they want to achieve or at least initiate over the next term. At the end of each term, the class team will complete step three - the evaluation. By the end of the academic year the classes will have developed strategies and evaluated their practice across the whole programme.

EMOTIONALLY ABLE

Classroom Profile:

Area	*Category*	*Sub-Category*
1. Engagement	**1.1 The Structure of the Day**	Structuring the Day
		Grouping the Children
		Timetables
	1.2. The Organisation of the Classroom	Organising the Classroom space
		Organising resources
		Individual Children's Needs and Preferences
	1.3. Teaching Strategies	The Curriculum
		Active and Interactive Teaching and Learning
		Multisensory
2. Relationships	**2.1. Shared communication systems**	Demonstrating Unconditional Positive Regard
		Using Intensive Interaction
		Alternative & Augmentative communication
	2.2. Developing Relationships	Building an alliance with the children
		Building a relationship with the class team
		Building relationships with peers
	2.3. The Supportive Class Team	Cooperation and Communication
		Organisation of Roles
		Knowing the Children
3.Feeling Positive	**3.1. Feeling Safe**	A Safe Classroom
		A Safe Group
		Transitions in School
	3.2. Feeling Loved	Feeling loved by adults
		Feeling loved by peers
		Feeling loved by the larger family
	3.3. Feeling Confident	Making Choices
		Developing Internal Motivation
		Becoming Independent

Appendix 7:

Use of Positive Physical Intervention

Written by:	*Ed Putman, AHT*	*Date*	*September 2022*
Approved by:	*Governing Body*		
Last reviewed on:	*n/a*		
Next review date:	*Every two years unless statutory changes are required*		

Contents:

1. Introduction
2. Aims
3. Definitions
4. Practices and procedures for the use of positive physical intervention
5. Risk Assessments
6. Complaint Procedures
7. Links with other policies

1. Introduction

At the Brook Special Primary School, we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential.

Responding to the needs of pupils who present with behaviour that challenges is achieved within a whole school context of supporting pupils' emotional wellbeing to ensure greater access to teaching and learning. Please see our school's "Policy on Wellbeing" for further details surrounding the proactive and reactive measures we adopt to ensure the needs of our pupils are met.

At times there may be need to use positive physical intervention or even the use of reasonable force to ensure the pupils remain safe and able to learn effectively. This policy is written to ensure this is carried out safely and in the best interests of the pupils.

This policy has been written in conjunction with the DfE guidance on the use of Reasonable Force in Schools. https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools and following any advice given from external agencies who train our staff about these practices.

2. Aims:

The aims of this policy are

- To define what positive physical intervention is and the distinction between positive handling and restrictive physical intervention (restraint).
- To outline the school's practice and procedures when using positive physical intervention.
- Develop and sustain the school vision and ethos, which seeks to protect the dignity of both staff and pupils.
- Create a safe, secure and predictable learning environment.
- To be part of a graded and gradual response to elevated risk in a pupil's behaviour
- Assist staff to maintain high standards in their relationships with pupils.
- Provide a clear framework within which physical intervention may be used to ensure the protection of all members of the school community from harm.
- Provide a supportive framework to ensure the staff know when and where they can support the pupils using physical intervention and restraint and how to do this safely and can act in confidence.
- Help staff to minimise the risk of being accused of any improper conduct towards pupils.

3. Definitions

There exists a difference between 'touching,' 'escorting,' 'holding' and 'restraining' which relates to the manner of the intervention, the degree of force applied, the motivation behind the intervention and the impact upon the pupil. The underlying aim must be to act in the best interests of the pupil.

Contingent touch

This may be used **appropriately** e.g., pat on shoulder in a public place, in the appropriate context. Many of our pupils, in order to feel safe will need support in the form of physical touch from their trusted staff.

Holding or **guiding**

These may be used **appropriately**; this is when we provide physical direction similar to contingent touch but more directive in nature, e.g., the child or young person is led away by hand/arm/around shoulder (using taught practices) or for very young children it may mean more direct physical support – cradling or hugging. Children with complex needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

Restraint or **Restrictive Physical Intervention** (RPI)

This is the positive application of sufficient *force* to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property.

4. Practices and Procedures for the use of positive physical intervention

Positive physical interventions are actions taken with the best intentions for the child. RPI is no different and will be carried out to prevent a child from, committing a criminal offence; harming himself/herself or others; from causing serious danger to property; and in the case of schools for the maintenance of good order and discipline.

In this context 'harm' means significant risk of injury e.g. actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others.

In some situations, staff may use a blend of touching, guiding or escorting and for very short periods of time, RPI, to assist a pupil to complete an activity. However, in such circumstances, if RPI were to be sustained, against resistance, for more than short periods the fundamental character of the activity will have changed from teaching or therapy and the intervention would probably not be considered the most appropriate response.

RPI is **never to be used as a punishment** or simply as a means to force compliance with staff instructions.

The underlying message in the use of physical intervention should be

'I care enough about you not to let you be out of control.'

As a general rule, nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to do so.

Key principles when using RPI:

- Restraint should only ever be used if it is **Reasonable, Proportionate and Necessary**.
- To ensure it is considered **necessary**, restraint should rarely be used, and only after all other interventions have been exhausted,
- To ensure it is **proportionate**, restraint should only be used if the child or young person is putting themself or others in danger and where failure to intervene would constitute neglect. You should always use the least restrictive intervention first and then escalate the level as is proportionate to the context.
- It should only be used by staff who have had the recognised training, and this is up-to-date;
- Staff must always approach the situation in a non-confrontational manner and remain

calm, using non-threatening verbal and body language.
- The underlying aim is as always to act in the best interests of the pupil in enabling them to access the curriculum – promoting choice, independence and inclusion.
- Whatever intervention is applied a pupil should be treated fairly and with courtesy and respect as outlined in the Pupils Charter, Equalities Policy, Guidelines for good practice in intimate care and Safeguarding and Child Protection Procedures.

When is RPI appropriate?

The latest guidance from the DfE on the use of reasonable force (2013) references "Section 93 of the Education and Inspections Act 2006"

This gives all school staff (or other people authorised by the Head Teacher) the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence.
- Causing injury to others
- Causing injury to themselves
- Causing damage to the property of the school (or personal)
- Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.

There is a distinction between **emergency** and **planned** interventions.

Emergency interventions
This is an unplanned response to a one-off situation and under the obligations of a 'duty of care' requires staff to respond as best they can to a recognised risk but would not be considered the normal response to predictable or recurring behaviour. It may not be acceptable as a repeated response but should remain within the framework of the law and within acceptable levels of intervention.

Planned Interventions
A planned intervention should be arrived at through a discussion and consultation process of a Wellbeing Plan, with all appropriate persons who have a responsibility for working with the pupil or have a responsibility for planning interventions with specific behaviours which are of concern to the class staff.

Planned physical interventions should:

- Be the result of recorded observation
- Be agreed in advance by the class team

- Be recorded so that the method of physical intervention and the circumstances when it is sanctioned for use are clearly understood
- Have parental involvement
- Have pupil involvement, where appropriate
- Be included as part of an Individual Wellbeing Plan
- Be only one component of a broader approach of strategies including therapeutic intervention.
- Be implemented with the support of the PBS Wellbeing team.

Who can apply RPI?

The Education Act allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows those authorised by the Head teacher to have control or charge of pupils. These include SNAs (special needs assistants), SMSAs (school meal supervisory assistants), education welfare officers, escorts, caretakers, or voluntary helpers including people accompanying pupils on visits, exchanges, holidays or events organised by the school.

Dynamic Risk Assessment:

It is the responsibility of each member of staff to make a dynamic risk assessment of the particular situation and circumstances where they will need to take account of:

- The potential risk to themselves
- The potential risk to the pupil
- The particular behaviour of the pupil
- The emotional state of the pupil
- The pupil's age and level of understanding
- The pupil's perception of the situation
- The pupil's personal history
- What took place just before the behaviour
- The special needs the pupil has
- The health of the pupil
- Their relationship with the pupil
- Their own health
- Their own skills and expertise
- The availability of other staff
- The likely consequences of not intervening
- The possible need to remove other pupils from harm if they are at risk

During the use of restraint staff must always adopt our **"Help Protocol"** and support each other as a team

- Staff will say, ***"help's available"*** and wait a response before supporting the person

engaging the pupil. And then respond according to their response.

- If the response is a "no" but the approaching staff feels they know more about the pupil's needs or the situation they can say, ***"more help's available"***. The staff member engaging the pupil must then accept this support.

After RPI has been applied staff:

- **Must record** the event on **Sleuth** with 24hours.
  - It should be recorded in terms of the reason for and nature of the intervention and the frequency of occurrence.
- **Must inform the parents**/carers via phone call *before* the child arrives home.
- **Must record any injuries** to other pupils or staff appropriately.
- Need to complete an Individual Risk Assessment and Wellbeing Support Plan (Positive Handling Plan). It may be that at the present time the pupil's needs are such that he/she requires physical intervention to keep them and or other safe. This will need to be detailed in their Wellbeing Support Plan and agreed with their parents and SLT / PBS team. This plan will need to be reviewed regularly.
- Must be able to establish the possible consequences of using a particular method or methods of physical intervention when difficult behaviour occurs.
- Must seek first aid for any injured pupils or staff. Families of any injured pupils must be informed and logged
- Must make a referral to MDT if appropriate.
- Should have a debrief at the end of the day with SMT / PBS team and the staff involved.
- Must debrief with the student after the incident. How this is managed will depend on the child communication needs and level of understanding.
- Should review the pupils "My Needs Profile" and or "Wellbeing Support Plan"
- Will inform the PBS team and SLT through SLEUTH and they will respond.

Restricting Liberties

At the school, children and young people may **never** be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet
- Isolated in ways in which they are not able to communicate their needs, including non-verbal cues.
- Prevented from leaving spaces or rooms unless it is for their own protection or to prevent harm to others.

Exceptional Circumstances

In exceptional circumstances a pupil may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present, and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Education Authority and Safeguarding and Social Care, or a consultation call with the Haringey MASH team (Multi-Agency Safeguarding Hub) if the pupil is not known to the Disabled Children's Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child's risk assessment must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

Corporal punishment is illegal and is never used at the school.

In addition:

Any intervention that may be attempted must be within the spirit of the UN declaration of human rights of the child paragraph 2, which states;

'...Parties shall respect and ensure the rights...to each child within their..[care]...without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status... [and]... shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment...'

(UN Convention on the rights of the child, 1989) The rights of which are represented within both criminal and civil law.

It may be deemed appropriate for the school to consult and gain advice and guidance from other professional agencies such as CAMHS or our Education Psychology Service. Any support given can be outlined in the pupil's Wellbeing Plan.

<u>Support for Staff</u>

High quality training, including updates and refresher courses, will be provided to ensure that staff knowledge, skills and values are appropriate to their roles and responsibilities. It will be tailored to meet the needs and abilities of;

- The course participants (age, strength and gender)
- Those who are likely to require physical intervention
- The range of school policies as outlined in the Pupils Charter, Equal Opportunities Policy, Guidelines for good practice in intimate care and the Child Protection Procedures.
- Psychological support services and strategies will also be made available to staff.

At least two members of the PBS team will be qualified to be able to train the school staff with Positive Physical Intervention including the Use of Reasonable Force.

5. Risk assessments

Among the main risks to pupils are that a physical intervention will:

- Be used unnecessarily
- Cause pain, distress or psychological trauma
- Become routine, rather than exceptional methods of management
- Increase the risk of abuse
- Undermine the dignity of the staff, pupils or otherwise humiliate or degrade those involved
- Create distrust and undermine personal relationships

The main risks to staff:

- Applying RPI results in injury
- Applying RPI results in distress or psychological trauma
- The legal justification for its use is challenged in court
- Disciplinary action

The risks of not intervening include:

- Staff will be in breach of their duty of care
- Pupils, staff or other people will be injured or abused
- Serious damage to property will occur
- The possibility of litigation as a result of not intervening

6. Complaints procedure

The planning and use of physical intervention is one of open consultation and any concerns from staff, other professionals, parents/carers and individual pupils, where appropriate, will be considered. Where appropriate these will be referred to the Headteacher and governing body and they will respond in line with the whole school policy on complaints.

7. Links with other Policies

The policies below all relate to issues surrounding the use of Positive Physical Intervention and should be referred to, when necessary, in relation to this policy.

- Wellbeing (and positive behaviour support) Policy
- The Use of Quiet Rooms
- Safeguarding and Child Protection Child protection Policy

Appendix 8:

Anti-Bullying Policy

Written by:	*Ed Putman, AHT*	*Date*	*Autumn 2020*
Approved by:	*Governing Body*		
Last reviewed on:	*2020*		
Next review date:	*Autumn 2022 then every two years unless statutory changes are required*		

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Introduction

At The Brook Special Primary School, as an inclusive learning community and restorative school, we actively support children and staff to build, maintain and repair relationships so that both social and academic learning is maximised.

We aim to provide a safe, caring and friendly environment for learning for all of our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity. We recognise that we have a responsibility to understand the community we serve and to respond to identified concerns - we will proactively teach our children about potential threats to their health and safety. We will, therefore, adopt a contextual approach to bullying and child-on-child abuse and will work actively with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school and want them to understand the issues relating to all forms of bullying so that they feel confident to seek support from school should they feel they, or others, are unsafe. We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

We are aware of our legal obligations, including the Equality Act 2010. This means that we will consider where a pupil may have a protected characteristic as well as considering the context of any concerns that need addressing. This will ensure that any action taken by us as the school reflects their needs and that any actions taken by us does not put the pupils at greater harm. From 1 July 2015 we have been subject to a Prevent Duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff use their judgement in identifying children who may be at risk of radicalisation and act proportionately. By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

We believe that everybody in our school community needs to be treated with dignity and respect; and that pupils who are bullying others need to be given the opportunity to learn different ways of behaving. However, we recognise that bullying is a particularly damaging form of 'unacceptable behaviour' that can cause significant and ongoing harm to those it affects.

As a consequence:

- We do not tolerate bullying of any kind.
- We take all incidents of bullying seriously.
- We are committed to acting quickly and decisively to stop bullying.
- We will seek to prevent bullying by teaching children and staff about it.

We acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should feel confident that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

As a special school it is not always possible for pupils to articulate that they are being bullied and there may be some instances in which the disability gives rise to bullying-type behaviours. The role of staff and parents, therefore, is of the utmost importance as they need to be our children's eyes and ears and be alert to any changes in, for example, behaviour, or aware of physical injuries which might indicate bullying. Our pupils are also part of an inclusive learning community in which mainstream primary pupils play alongside those in the Brook. The Willow also has a rigorous anti-bullying policy and for both schools the policy applies to any child within either school.

This policy has been created in consultation with staff, Governors, Parents and Carers

Aims

The aims of this policy are:

- To define what bullying is and the known types of bullying
- To address current legislation an guidance on anti-bullying
- To outline the school's stance of bullying.
- To highlight the schools proactive and pre-emptive approach to reduce the likelihood of bullying taking place
- To highlight the school's reactive responses to reports of bullying.

Definitions of Bullying

There is no legal definition of bullying, however it is usually defined as behaviour that is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves and imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. **http://www.antiullyinalliance.org.uk/about-us.aspx**

It takes many forms and can include:

- physical assault
- teasing
- banter
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)
- Physical violence such as hitting, pushing or spitting at another pupil.
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Using derogatory or offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.

- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

The school has adopted the following definition of bullying as our shared understanding of what bullying is:

Bullying is any deliberate, hurtful or threatening behaviour or language by an individual or a group towards other members of the school community. It is usually repeated over a period of time (if in doubt, remember the STOP acronym– it happens Several Times On Purpose). However, one off incidents of sexist, racist, and homophobic harassment are treated as bullying incidents, whilst the incident is investigated, due to the potential harm that they can cause.

DEFINITIONS of behaviour often associated with bullying:

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as 'child on child' or 'peer on peer' abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above.

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. Again, this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of ***protected characteristics*** which are:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma,
- Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that

which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Hate crime and bullying

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."

There is a distinction between a hate crime and a hate incident.

"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse;
- harassment;
- bullying or intimidation;
- physical attacks;
- threats of violence;
- hoax calls, abusive phone or text messages, hate mail;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;
- throwing rubbish in a garden; and
- malicious complaints.

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at https://www.report-it.org.uk/home

Roles and Responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation. She is also responsible for liaising with the governing body, parents/carers, Local Authority and outside agencies. The Head Teacher is responsible for appointing an Anti-Bullying Coordinator who has general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead (DSL) in our school is: Maureen Duncan. **The Deputy Designated Safeguarding Leads are:** Sukina Campos, Edward Putman and Felicia Rock.

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti–Bullying Co-ordinator in our school is: Edward Putman whose responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing bullying behaviour

Our staff will :

- Foster in our pupils self-esteem, self-respect and respect for others
- Support children to articulate their needs

- Intentionally teach about empathy
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Where appropriate (dependent on developmental levels and cognition of the pupils) discuss bullying, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the safeguarding team
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with our behaviour policy:

Our pupils will:

- Avoid involvement in any kind of bullying
- Help the pupil who is being bullied, by naming the behaviour as bullying.
- Where possible, tell a member of staff any instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Our Parents/ Carers will be asked to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Encouraging their children to report any bullying to (member of Senior Leadership /their class teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Working with the school, if their child/children are accused of bullying, try to establish the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The school records all instances of bullying on Sleuth and reports these to the Full Governing Body on a termly basis. The Assistant Head reviews incidents to see if a pattern is emerging or if the incidents are ‘one off.\

Other school policies this policy links with:

- Code of Conduct
- Complaints Policy
- Equality policy
- On line Safety Policy
- Wellbeing Policy (and positive behaviour support)
- Child on Child (formerly Peer on Peer) Abuse Policy (within Safeguarding policy)
- The use of Physical Intervention Policy
- Prevent Duty Plan
- RSHE Policy
- Safeguarding and Child Protection Child protection Policy

Awareness of this policy is raised in the following ways:

- Awareness raising programmes (INSET, Curriculum, parent information evenings)
- Survey/questionnaires distributed to pupils, parents and whole school staff.
- Obtaining the views of elected student representatives e.g. school council
- Seeking the views of parents at information evenings.
- Monitoring, evaluation and review

Procedures for dealing with incidents of Bullying

There are a number of steps taken to support and respond to the needs of both bullied and bullying pupils. SLT and the positive behaviour support team have received specific training articulating their role and the key steps of dealing with incidents of challenging behaviour (including Bullying):

- The incident, including interviews of all parties is investigated so that all aspects of the events leading up to the bullying are considered
- Parents/carers of all affected pupils involved in the bullying incident are contacted
- A wellbeing support plan is put in place to support both the victim and the perpetrator
- If deemed necessary, referrals are made to the relevant LA and Health Professionals (Ed Psychologist, school nurse, CAMHS, LA SEND, LA social care)
- Appropriate disciplinary sanctions are implemented in accordance with the School's Behaviour Policy. Responses depend on the seriousness of the incident and send out a message that bullying is unacceptable and will not be tolerated.
- Rigorous monitoring is continued of both victim and perpetrator to ensure that the bullying is not continuing.
- Bullying and behavioural incidents will be recorded by the member of staff who deals with the incident and this will be stored on MyConcern and Sleuth. Incidents deemed

as 'bullying' incidents will be reported to Governors – the lead Governor for safeguarding is informed once the incident occurs and then the Governing Body is informed at the next FGB meeting.

- Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings. This information will be stored in accordance with GPDR.

The school keeps in touch with the person who reported the situation. We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online or from the school office. A range of responses and support appropriate to the situation are taken – these may include solution-focused approaches, restorative approaches, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate. We will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime and will liaise with the safeguarding team if there are any safeguarding issues to consider- who may refer on to the MASH . We will liaise with the lead for young cares and looked after children where appropriate.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, the Brook School has developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. Curriculum/Whole-School Strategies

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- RSHE/PSHE/Citizenship lessons, drop down days and cross curriculum themes
    - including work on challenging prejudice- related language and behaviour and
    - challenging unconscious bias
- Inclusion of our bespoke R.E.S.P.E.C.T mindset within the curriculum.
- Celebration events
- Anti-Bullying Week annually in November.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil Voice (e.g. pupil surveys)
- School Council
- Visits from external agencies (e.g. NSPCC etc)
- Modelling of positive relationships
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

2. Reactive programmes for vulnerable groups or groups involved in bullying.

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative Justice

3. Support for parents/carers

- Parent information distributed by School Comms, newsletters, the school website and social media etc
- Information available on parents' evenings
- Information sessions ie e-safety

5. Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour
- Staff training about curriculum delivery of RSHE related curriculum areas. All teaching and support staff engage with termly training on behaviour which may look at Anti-bullying directly or the underlying causes of behaviour including bullying behaviour. Members of the Positive Behaviour Team meet with class teams regularly to offer guidance, support, write wellbeing plans and monitor any incidents of bullying or challenging behaviour.

Monitoring, review and distribution of this policy

This policy will be reviewed every two years or sooner in response to Government updates.

A copy of all Brook School policies, including this policy, can be found on the school website: www.thebrook.haringey.sch.uk

Organisations providing support and information

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org
The UK's safer internet centre

Safe to learn - DCSF Guidelines

Embedding anti-bullying work in schools– DCSF-00656-2007

Homophobicbullying – DCSF – 00668-2007

Cyberbullying supporting school staff – www.teachernet.gov.uk/publications Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications

Bullying involving Children with Special Educational Needs and Disabilities - – DCSF 00372-2008www.teachernet.gov.uk/publications

Appendix 9:

Use of Quiet Rooms

Written by:	*Ed Putman, AHT*	*Date*	*September 2022*
Approved by:	*Governing Body*		
Last reviewed on:	*n/a*		
Next review date:	*Every two years unless statutory changes are required*		

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1. Introduction

At the Brook Special Primary School, we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. Therefore, we must consider safe and acceptable use of all the spaces in the school and ensure we risk assess them all before use.

We have 16 different classrooms and many other shared spaces in which our pupils learn and thrive. In some classrooms, there is a small room that can be utilised for various activities and purposes. This policy outlines the acceptable use of such rooms for these purposes including any uses to support behaviour and when a child may enter into a crisis.

This policy must be read in conjunction with the school Policies for 'Wellbeing' and 'Use of Positive Physical intervention'

This policy is available

- Online at
- From the school office if a hard copy is required

2. Aims:

The aims of this policy are

- To define what the school means by a "Quiet Room"
- To define 'seclusion'
- To outline the school's practice and procedures when using such spaces.
- To make specific reference to the use of these spaces when supporting a child's behaviour.
- To ensure all staff combine their knowledge of the child's needs and rights with a dynamic risk assessment to best support the pupils to ensure all are safe.

3. Definitions

The Brook school have 16 classrooms and the following classes have small rooms within them which we call "Quiet rooms." The classrooms with these are:

- Ants and Spider (shared middle room) (ground floor Ks1)
- Crickets, Bumble Bee and Ladybird (first floor Ks1)
- Swifts, Honeysuckle and Nightingale (ground floor Ks2)
- Sunflowers, Kingfisher and Daisy (first floor Ks2)

Some classes may refer to these spaces as a 'pod,' 'breakout room,' 'snug' or other name (often chosen by the pupils). For the purpose of this policy, they will all be referred by the name "Quiet Room.'

Some classes have small, enclosed outdoor spaces attached to their classrooms called "Class Gardens". Some are shared with another class. The following classes have these:

- Ants, Spider, Dragonfly, Lacewing, Snowdrop, Poppy and Daffodils

There are also two outside first floors 'Terraces' (Ks1 and Ks2). All classes can use these spaces, but they are most often used by the following classes:

- Crickets, Bumble Bee and Ladybird (first floor Ks1 Terrace)
- Sunflowers, Kingfisher and Daisy (first floor Ks2 Terrace)

These outdoor spaces can sometimes be used as a quiet space in the same way that the classroom "Quiet Rooms" are used. This means the same practices for the safe and acceptable use are applied of any of the spaces outlined above.

Other classes have bathrooms within their classrooms. *These spaces are not used as quiet rooms and only ever for use of the toilet/shower, storage and to support intimate care*. These include:

- Dragonfly and Lacewing (ground floor Ks1)
- Snowdrop, Poppy and Daffodils (ground floor Ks2)

Seclusion:

This policy recognises the following definition of seclusion:

"When a person is forced to spend time, on their own, against their will"

4. Practices and Procedures for the use of Quiet Rooms

The Quiet Rooms can be used for all manner of activities and purposes. These include (but are not limited to) the following:

- One-to-one target work
- Reading (choosing time or structured lesson time)
- Play (independent or group)
- Relaxation, sleeping and sensory massage.

The pupil may choose to initiate these activities on their own or be invited to do so by a supported adult. They may choose to do these alone or be accompanied by a supported adult.

The following principles should apply:

- The door should be open to enable access to the spaces when not being used.
- In all classes there should be symbols made available for the pupils to request to use these spaces.
- The spaces should be safe, inviting and be equipped with the resources necessary for the needs of the pupils in the class.
- When the spaces are used for these purposes, it **does not** need to be logged on sleuth or other platforms
- When the pupils are using the space alone staff must regularly check on the pupils and it must be possible for the pupil to leave the space of their own will. This will ensure the pupil is not unintentionally "secluded."

Use of Quiet Rooms and quiet spaces to support the behavioural and emotional needs of our pupils:

At times the spaces may also be used to support the behavioural and emotional needs of the pupils. For example, pupils may need to seek a quieter environment or to be alone to help regulate their emotions and reduce the likelihood of a behaviour leading to a crisis. The following practices and procedures must be adhered to:

Using 'pro-active' strategies:

- Pupils can use the 'Quiet Rooms' in a pro-active way to help self-regulate their emotions and behaviour. For example, to access a sensory activity (as part of their sensory diet), a calming activity or to have time for privacy.
- When the pupils are using the space alone staff must regularly check on the pupils and it must be possible for the pupil to leave the space of their own will. This will ensure the pupil is not unintentionally "secluded."
- If a pupil regularly uses the spaces for these purposes, then it must be written on their "My Needs Profile" and their "Wellbeing Plan" (if they have one).

Using 're-active' strategies:

- Pupils can also use the 'Quiet Rooms' in a re-active way to help self-regulate their emotions and behaviour to prevent themselves from entering into a crisis.
- If the pupil is unable to initiate the choice to use the space in this way, in the first instance, a staff member must invite and encourage them to do so.
- Pupils should be praised/rewarded for making positive choices to help them regulate their emotions in this way.
- The use of 'Quiet Rooms' is considered an acceptable and positive strategy to reduce the likelihood of a behaviour escalating into a crisis situation and the potential need for staff to use reasonable force.
- In some instances, the pupil may need to be escorted into the room using contingent touch or a supportive guide by staff members.
- Any use of a 'Quiet Room' that supports a behaviour as a re-active measure **must be recorded** on Sleuth. Even if this was initiated by the child themselves.

Using 'restrictive" strategies:

- In rare instances, when a pupil is causing (or about the cause) physical harm to themselves or others, damaging property, committing a criminal offence, or prejudicing the maintenance of good order and discipline, it may be necessary for them to be proportionately restrained and escorted to the "Quiet Room" for their safety and the safety of others.
- All procedures outlined within the school's 'Policy on Positive Physical Intervention' must be adhered to.
- If it is deemed reasonable, proportionate and necessary for the pupil to be restrained, then a minimum of two members of staff must carry out this restraint.

- Even after a pupil has been restrained and escorted to the "Quiet Room," if it is safe to do so and at the pupil's request, they may be left alone. However, staff must regularly check on the pupil and it must be possible for the pupil to leave the space of their own will. This will ensure the pupil is not unintentionally "secluded."
- Further or continued use of restraint inside the "Quiet room," may be reasonable and necessary in order to support the pupil to calm and recover from a crisis. In this instance, they would not be left alone.
- If use of reasonable force and restraint was used, the staff member must:
    - **Record** the event on **Sleuth** with 24hours
    - **Inform the parents**/carers via phone call *before* the child arrives home.
    - **Record any injuries** to other pupils or staff appropriately.
    - Follow **all other procedures** outlined in the "Policy on the Use of Positive Physical Intervention" (i.e., rebuild with pupil, debrief with staff, update profiles and plans).

In addition:

- Transition strategies should be in place to enable the pupil to return from the 'Quiet Room' with dignity and as little fuss as possible.

Staff must **never:**

- **Lock** or **hold closed the doors** with a child inside the "Quiet Room." The purpose of any locks on these doors are to prevent entry when required, never to lock anyone in.
- Use the "Quiet Room" as sanction or **punishment**.

Restricting Liberties

At the school, children and young people may **never** be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet
- Isolated in ways in which they are not able to communicate their needs, including non-verbal cues.
- Prevented from leaving spaces or rooms unless it is for their own protection or to prevent harm to others.

Exceptional Circumstances

In exceptional circumstances, a pupil may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present, and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Education Authority and Safeguarding and Social Care, or a consultation call with the Haringey MASH team (Multi-Agency Safeguarding Hub) if the pupil is not known to the Disabled Children's Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child's risk assessment must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

5. Links with other Policies

The policies below all relate to issues surrounding the use of 'Quiet Rooms' and should be referred to, when necessary, in relation to this policy.

- **Wellbeing (and positive behaviour support) Policy**
- **The Use of Positive Physical Intervention Policy**
- **Safeguarding and Child Protection Child protection Policy**