

'To enable all children and young people to access, participate and contribute to their community for life'

*Kindness
Respect*

*Inclusivity
Openness*

*Resilience
Understanding
Empathy*

Policy for Behaviour including Reducing the Need for Restrictive Intervention and Restraint

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Aims, Introductions and Legislation

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

At Medeshamstede Academy our shared purpose and values reflect that every child has a right to be treated with respect and dignity; belonging to a community that understands their needs and provides them the right support. Our vision for behaviour is that incidents of behaviour are associated with significant and complex needs and never with poor practice. This is because we aim to understand autism and to fully meet the needs of all children.

Autism is defined as a lifelong developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them. Behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may reflect frustrations faced by children with learning disabilities, autism and mental health difficulties for:

- the challenges of communication;
- the impact of being exposed to environments which a child does not understand;
- sensory overload;
- positive social interactions that are lacking;
- personal choices that are limited;
- little choice and control over their lives.

These are some of many factors that may result in behaviours that are challenging and signal a need for support. It is essential to understand the underlying causes of behaviours. Children need support to have their needs met and to develop alternative ways of expressing themselves that achieve the same purpose but are appropriate. Positive Behaviour Support Plans, drawn up with the involvement of the child and parents, help to understand better a child's experiences and the preventative strategies that should be taken to meet their needs and overcome barriers.

For the purpose of this policy the terms child/children will be used in reference to both children and young people.

Legislation

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

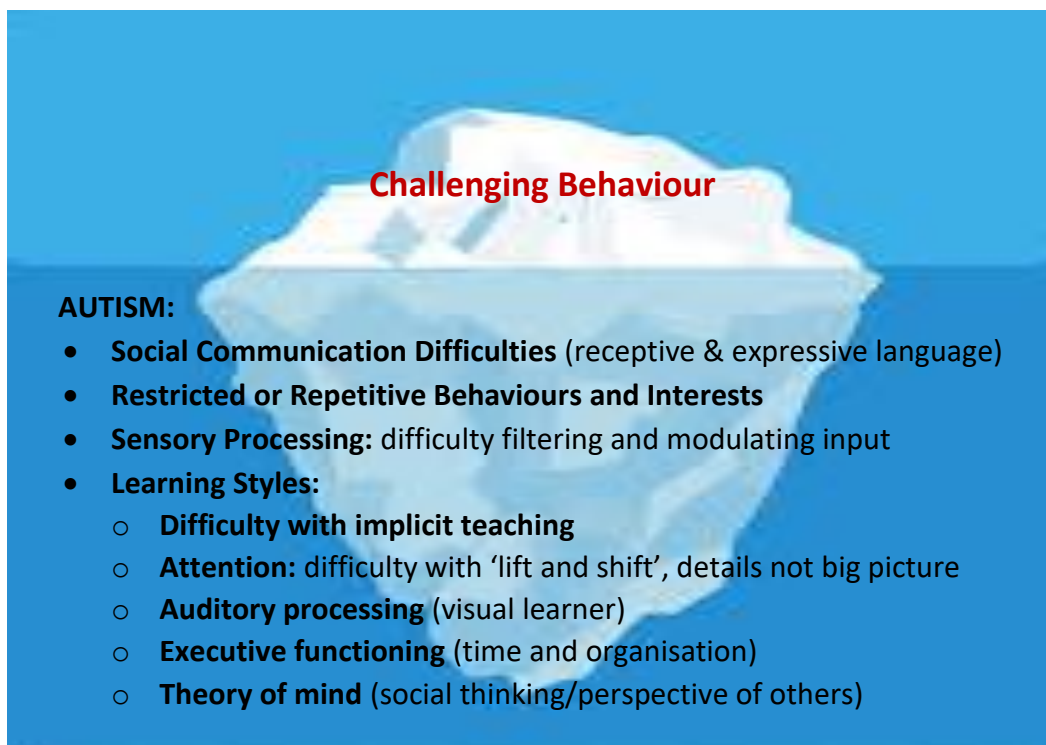
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)

Our behaviour frameworks

Within our culture of autism, we aim to teach appropriate social skills and coping strategies to help the individual understand and accept boundaries of reasonable behaviour. Through the curriculums of:

- Social Thinking® (Michelle Garcia Winner)
- Zones of Regulation® (Leah M. Kuypers)

we employ a shared language that draws upon '*expected*' and '*unexpected*' behaviours and empowers the individual to regulate their emotions, promote independence, enhance communication, social skills and raise self-esteem. *TEACCH Autism* (University of North Carolina) is a fundamental framework which aims to enhance the life of individuals with ASD and their families. Through this framework we aim to understand the connection between learning styles, developmental stage, challenging behaviours and evidence-based practice to develop and implement behaviour interventions. Using the iceberg concept below, we can aim to interpret challenging behaviours in ASD:



Characteristics of ASD that Influence Learning

Characteristic (Learning Style)	How do we reduce the barrier for learning ?
<p>Implicit Learning</p> <ul style="list-style-type: none"> • Automatic learning and generalisation is a relative difficulty for individuals and they may have: • trouble exhibiting the same skill across people, places and materials • knowing what to do based on prior learning or experiences 	<ul style="list-style-type: none"> • Use direct (explicit) teaching of skills • Systematic teaching • Teachers explicitly plan for and teach generalisation • Teach the use of visual strategies that support generalisation
<p>Attention</p> <ul style="list-style-type: none"> • 'sticky' attention • Difficulty disengaging and shifting • Narrow beam • Focus on details (relevant vs not relevant) • Problems seeing the 'big picture' 	<ul style="list-style-type: none"> • Modify the environment to reduce distractions • Use visual structure to direct attention to important and relevant information • Use visual supports to enhance meaning and understanding of abstract concepts • Use a variety of visual cues to help disengage and shift attention
<p>Auditory Processing Difficulties</p> <ul style="list-style-type: none"> • For some leads to strength in visual processing • Learn from what they see • Think in pictures • Difficulty with abstract language • Concrete or literal thinking • Delayed processing 	<ul style="list-style-type: none"> • Match language to level of receptive understanding • Use gestures, concrete examples and visual instruction/supports • Allow time to process information and formulate a response
<p>Executive Functioning</p> <ul style="list-style-type: none"> • Weak organisational skills • Difficulty sequencing/planning • Trouble with initiation • Difficulty understanding 'finished' • Set shifting/flexibility • Difficulty with transitions 	<ul style="list-style-type: none"> • Provide visual sequences of activities • Develop and teach organisational strategies • Provide concrete indicators for the passage of time and concept of finished
<p>Multiple Perspectives</p> <ul style="list-style-type: none"> • Difficulty with joint attention • Responding to others emotions • Theory of Mind (Frith, Baron-Cohen) • Inability to understand that others have beliefs that are different to one's own 	<p>Attention Autism by Gina Davies Social Thinking by Michelle Garcia winner Zones of Regulation by Leah M. Kuypers Social Stories by Carol Grey</p> <ul style="list-style-type: none"> • Use visual prompts to support social engagement and interaction • Incorporate interests to promote social engagement and joint attention • Directly teach about emotion in self and others • Create narratives to enhance social understanding
<p>Sensory Processing</p> <ul style="list-style-type: none"> • Problems filtering and modulating input • Hyper reactivity (over-stimulated): Aversion, avoidance, over aroused • Hypo-reactivity (under-stimulated): sensory seeking, may not notice sensory input • Difficulty dealing with open space 	<p>Zones of Regulation by Leah M. Kuypers Peterborough Paston Pack Sensory Circuits A sensory diet</p> <ul style="list-style-type: none"> • Organise and segment the environment to decrease stimulation • Provide calm and quiet spaces • Schedule breaks throughout the day

Behaviour as a problem solving process?

Children with language and social development difficulties are at risk of using challenging behaviours as a way to communicate. Every behaviour can be described by the use of form and function:

Function: the reason or purpose of the communicative behaviour to:

- Escape demands or activity (eg: *I don't like this*)
- Request information or help (eg: *I'm confused*)
- Escape sensory stimulation (eg: *I'm overwhelmed*)
- Request an object or activity (eg: *I want that*)

Form: the behaviour used to communicate:

- Conventional: words, gestures, eye contact
- Unconventional: scream, hit, bite, throw, kick

In this way, positive behaviour support:

- Matches the intervention to the purpose of the behaviour for the individual through assessment (it is not general intervention for 'one size fits all')
- Intervention is proactive (not reactive)
- Focuses on *teaching new skills* appropriate for the child's developmental level (rather than focus on behaviour reduction)
- Is a long term intervention (rather than a quick fix)
- Behaviours are interpreted within the context of the child's cognitive ability rather than chronological age (stage not age)
- Uses ASD framework to interpret challenging behaviours through
 - Diagnostic symptoms
 - Learning differences

We use Positive Behaviour Support Plans which are co-produced with parents, child and other professionals and is regularly reviewed.

Anti- Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

No one deserves to be a victim of bullying and everybody has the right to be treated with equality and respect. Our academy values of kindness, respect, inclusivity, openness, resilience, understanding and empathy reflect this.

Children who are bullying need to learn different ways of behaving. Everybody has a part to play in reporting and promoting an anti-bullying culture.

We are committed to providing a caring, friendly and safe environment where bullying of any kind is regarded by all as unacceptable. All children should be able to tell somebody when bullying occurs and know that incidents will be dealt with promptly and effectively.

What Is Bullying?

There is no legal definition of bullying but is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically:

- **Emotional** - being unfriendly, excluding, and tormenting for example hiding belongings, stealing, threatening gestures, staring
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racial** - taunts, graffiti, gestures, cultural slurs/taunting, stereotyping
- **Sexual** - unwanted physical contact or sexually abusive/provocative comments. Sexting and sending sexually explicit content. Both sending and receiving
- **Homophobic** - because of, or focussing on the issue of sexuality or gender
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Cyber**- all areas of internet, email, chat rooms, online gaming, social media platforms and applications, mobile communication devices. It is vital in this current day and age to be aware that bullying can happen from the comfort of the child's home as the reach of the internet is far and with a range of devices and methods of communicating has increased. All forms of bullying can take place online and staff need to be aware of this.

This is not an exhaustive list. Bullying can be an intentional misuse of power (abusive) in peer relationships. Obtaining a response from another person under intimidating circumstances or the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying by its very nature is insidious because children are likely to feel that "telling" will only make matters worse for themselves, and leave them even more at the mercy of the bully/bullies. Any strategy for dealing with bullying must ensure that it protects the child being bullied.

Children with autism may be at risk of having their body language and behaviour misinterpreted by others whilst out in the community. This can lead them into difficulties as others may focus on their differences, or react to the individual's perceived 'odd' behaviours.

It is important to note that an individual's behaviour towards another pupil may be rooted in their autism rather than in an intention to bully them. However, for the individual who is on the receiving end of unwanted behaviour the result may be the same. It is well known that children with SEND are more vulnerable to bullying and can often lack the skills to deal, cope and report these incidents effectively. Staff vigilance is key into knowing the children and changes in behaviours to ensure that they remain safe.

In all cases of bullying, all incidents will be recorded by staff on the academy's recording and reporting system (CPOMS) and a dialogue will be held with the Designated Safeguarding Lead and/or member of SLT who will put in place actions to reduce any further bullying. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly. An attempt will be made to help the bully (bullies) change their behaviour this will be completed in line with our Social Thinking and PSHE strategies to support our children with autism.

Outcomes

The individual/s who have been bullying may be asked to genuinely apologise. Other consequences may take place such as reparation of any property damaged or stolen or signing up to a behaviour contract. If possible, the individuals will be reconciled through restorative practice. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

When looking towards prevention of bullying we will take a proactive approach to teaching children about bullying and why it is not acceptable within our community using the following approaches:

- Social Stories and Concept Cartoons
- Activities on bullying, stories about bullying
- Think Social and Zones of Regulation topics
- Making up role-plays and scenarios for children to practice troubleshooting
- Having discussions about bullying and why it matters
- Support from the academy educational psychologist and other professional services

Where a child's behaviour presents as a significant risk or has caused significant harm exclusion may be considered as a last resort. The academy will adhere to DfE exclusion guidance in such event.

Leaders work to prevent exclusion and it may only be used in exceptional circumstances.

Professional Behaviour and Conduct

All staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and must:

- consistently act with unconditional positive regard, openness and integrity
- have regard for the culture, ethos and values of the Academy
- treat each other, children, parents and the wider community with dignity and respect at all times
- act in accordance with their duty of care to children and ensure that the safety and welfare of children are accorded the highest priority
- show fairness and avoid behaviours such as embarrassing or humiliating children, making jokes at the expense of children, discriminating against or favouring children and sarcasm
- show tolerance of and respect the rights of others and uphold the fundamental British values including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs

- act in accordance with the school's policies and procedures at all times
- dress safely and appropriately for the tasks and for working with the children
- maintain professional boundaries appropriate to their position and must always consider whether their actions are warranted, proportionate, safe and applied equitably. Staff should act in an open and transparent way that would not lead any reasonable person to question their actions or intent. Staff should think carefully about their conduct so that misinterpretations are minimised
- not establish, seek or accept social contact with students for any purpose. If a young person seeks to establish social contact with any member of Academy staff this should be reported to SLT immediately

Roles and Responsibilities

The Principal

The Principal is responsible for reviewing this behaviour policy and will also approve this policy. The Principal will also ensure that the 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.

All Staff

Staff are responsible for:

- Implementing this policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the behavioural needs of individual pupils
- Recording behavioural incidents

Parents

Parents are expected to:

- Support their child in adhering to the Academy's principles and expectations
- Inform the school of any changes that may affect their child's behaviour
- Discuss any behavioural concerns with the Academy staff promptly

Part 2:

Reducing the Need for Restrictive Intervention and Restraint

Protocol for Medeshamstede Academy

At Medeshamstede we believe that all need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. We have a duty to operate an effective behaviour policy that encompasses positive support strategies for children.

Our aim, in all our work, is to provide an environment in which all children feel happy and secure, and in which they are able to develop and learn; physically, socially, emotionally and intellectually. In order to do this, all staff must ensure they:

- understand the needs of children, including the underlying causes of and triggers for their behaviour through the lens of autism;
- have read and understand the Positive Behaviour Plan, risk assessments, EHCP and associated documents from other professionals;
- understand triggers, what the child's behaviour looks like and implement the provision and proactive strategies of these plans;
- work in partnership with parents, the child, therapists and other professionals to listen to their views, implement their recommendations and work in a multi-disciplinary way for a holistic approach to understand and support behaviour;
- operate person centred planning that ensures the child's voice is listened to and their views taken into account;
- employ the academy's research based autism strategies which include the framework of TEACCH Autism, Zones of Regulation® and Think Social® to explicitly teach self-regulation, social thinking and expected behaviours to children with ASD;
- employ TEACCH Autism assessment tools as core to the behaviour problem solving process; asking questions which help generate hypothesis and support the co-production of Positive Behaviour Plans (refer to Appendix);
- apply the principles of TEACCH Autism behaviour iceberg model
- develop strategies and Positive Behaviour Support Plans to meet the needs of children and regularly review them as children change.
- adapt both indoor and outdoor environments in which children and young people are taught and cared for so as better to meet their needs;
- provide appropriate support through a proactive approach, grounded in a knowledge and understanding of autism, for children whose behaviour challenges, without the use of restraint or restrictive intervention and only ever as a last resort;

Physical Intervention

Before physical intervention is considered staff should think about the answers to the following questions:

- What are the child's views and in accordance with their Positive behaviour Plan; what are their preferred de-escalating (calming) tools listed on their individual Zones menu?
- Is this absolutely necessary? Where possible staff should always to use other strategies in preference to physical interventions.
- Is this in the best interests of the pupil and those around them?
- Is a less intrusive intervention still possible?

- Do we have to act now?
- What is the risk presented by the situation? What's the worst that could happen?
- Am I the best person to be doing this? Which other adults do I need to request assistance from?

Promoting a Positive Culture

In June 2019 the DfE and the Department of Health and Social Care published guidance for '*Reducing the Need for Restraint and Restrictive Intervention*' (updated in 2021) for autistic spectrum conditions 'as policies, strategies and practices which promote a positive culture and improve the quality of children and young people's lives'.

Further to this, as an independent body *The Restraint Reduction Network Training Standards 2019* for education, health and social care services provided a national and international bench mark for training in restrictive interventions including individuals with autism, learning disabilities, and mental health conditions. They provide quality benchmarks, since restrictive interventions are potentially dangerous and distressing for everyone involved.

The standards promote culture change through promoting human rights and a person centred therapeutic approach. They are designed to:

- protect fundamental human rights and promote person centred, best interest and therapeutic approaches to supporting people when they are distressed
- improve the quality of life of those being restrained and those supporting them
- reduce reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, de-escalation and reflective practice
- increase understanding of the root causes of behaviour and recognition that many behaviours are the result of distress due to unmet needs
- where required, focus on the safest and most dignified use of restrictive interventions including physical restraint

Restraint and restrictive intervention can be traumatising. We know that use of restraint and restrictive intervention can have long-term consequences on the health and wellbeing of children, and that it can have a negative impact on staff who carry out such intervention.

There will, however, be times when the only realistic response to a situation will be restraint or restrictive intervention. For example, if a young child is about to run into a busy road or a pupil is attacking a member of staff or another pupil and refuses to stop when asked, then reasonable force to stop this may be necessary. However, this may be avoided through careful planning, risk assessment and the proactive, preventative, non-restrictive approaches that will be adopted in respect of the behaviour that challenges.

For a very small minority, the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used. All academy staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours may be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Restrictive intervention must only be used when absolutely necessary, in accordance with the law and clear ethical values and principles which respect the rights and dignity of the child, and in proportion to the risks involved. It will never be used as a long term solution to behaviour that challenges.

Our practice follows the guidance of ***Reducing the Need for Restraint and Restrictive Intervention: Children and young people with learning disabilities, autistic spectrum conditions and***

mental health difficulties in health and social care services and special education settings (Published: 27 June 2019) which can be found on this link: <https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>.

This guidance sits alongside a range of other research to help ensure that children receive the support they need. Supporting the appropriate use of restraint and restrictive intervention is one element of a much wider range of measures to safeguard human rights and to provide effective support for vulnerable individuals in relation to their education, health and care.

The Law allows for teachers and other persons authorised by the Principal to use restrictive physical intervention to prevent a child from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the academy

'Restrictive Physical Intervention' is the term used by the DCSF to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Principal has to, in specific circumstances, use *reasonable force* to control or restrain a child. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- *The use of force can be regarded as reasonable only if the circumstances of an incident warrant it.*
- *The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.*

All staff responsible for supervision of pupils are authorised by the Principal to use reasonable force where required, in adherence of this policy and in the event of an emergency. Planning for the use of restrictive physical intervention will use the minimum force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care, not punishment. It is never used to force compliance with staff instructions.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the child's and/or other child's best interests.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child.
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage.
- Staff will be able to show that the intervention used was in keeping with the incident.
- Every effort will be made to secure the presence of other staff who may act as assistants and/or witnesses and a senior leader, who will supervise the situation. Contact should never take place in private without others present.
- As soon as it is safe, the restrictive physical intervention will be relaxed to allow the pupil to regain self-control.
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance. It will not be used repeatedly as a regular feature of behaviour management.
- The age, developmental stage, level of understanding, individual characteristics, history and competence of the individual will always be taken into account.
- In developing Positive Behaviour Support Plans, consideration will be given to approaches appropriate to each child's circumstance and use the academy's research based strategies as fundamental behaviour support practice.

- Procedures are in place, through the restorative practice of the academy, for supporting and debriefing pupils and staff after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Culture of Restorative Practice

We operate a culture of restorative practice in the academy to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and learning in both primary and secondary settings where implemented as a whole school approach.

Restorative approaches are based on four key features:

1. **Respect:** this is a real value for everyone in the academy by listening to other opinions and learning to value them.
2. **Responsibility:** taking responsibility for your own actions.
3. **Repair:** developing the skills within our community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
4. **Re-integration:** working through a structured, supportive process that aims to solve the problem and allows children to be fully included in the life of the community.