

Positive Behaviour Policy

Policy objectives:

- To provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so that they are ready to learn.
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex learning needs at Market Field School
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence based practice and current research.

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Key Beliefs

At Market Field School we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole person approach to ensure we are reflecting and planning for the needs of all our learners with complex layered needs. This includes learners with Moderate Learning Difficulties, Severe Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs and/or Social, Emotional Mental Health Needs.

Our continued philosophy is that Behaviour is a form of Communication and consequently all behaviours are happening for a reason – which will all be different depending on the circumstances of the individual. Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and on occasion, some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm and be the least restrictive option.

At Market Field School we believe that:

- Our learners want to behave well
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all of our learners are at different stages in the developmental process.
- All of our learners have learning difficulties and other complex needs which impact on how they learn to regulate and manage their behaviour.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our learners become dysregulated and reflect on how/why it impacts on their behaviour. This must be done by working collaboratively with parents and other caregivers as well as other professionals in order to develop a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

Class teams and support staff can support our learners by:

- Being mindful and reflecting them on the quality of our relationships with each other and them
- Reflecting and being committed to continuously improve on the quality of our provision
- Reflecting with parents and carers and other professionals so we are well informed and have insight and understanding of their individual needs.
- Reflecting and planning the “scaffolding” we put in place to help our learners to learn self-regulation skills.
- By observing, gathering and analysing data on behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.

- To work in close partnership with our learners, their parents and carers and other professionals working with them such as the speech and language therapy team, wellbeing team, EWMHS etc.
- To invest time and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.

The resources, interventions and learning consist of:

- A variety of individualised and accessible modes of communication
- Clear and realistic expectations
- Rules and boundaries
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour.

We believe that:

Learners want to behave well. We believe that our learners are happy when their needs are understood and met – allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Learners are better able to behave well when their needs are well met in school, at home and in the community.

How learners behave gives us important information about how they are feeling. Our learners have a wide range of different communication styles and some of our learners are pre-verbal using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting learners to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

Our learners with the most complex needs will need a personalised approach to support them to manage their behaviour. Consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.

Learners can learn to improve their behaviour. Learners at Market Field School find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours.

Most of our learners learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process. We don't make a judgement about it – instead we support our learners to get it right.

All adults can learn strategies to support learners to improve their behaviour. Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Market Field School we encourage class teams and support staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners and to think about ways of responding to behaviours that challenge in a non-judgemental and supportive way.

This can be very difficult especially if a learner is aggressive or targeting others in a focused way. As a school we support class teams to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond: lead professionals, Wellbeing team, Educational Psychologists, EWMHS or services accessed through social care (such as BAT).

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development – our commitment to Coaching and Mentoring, reflective practice and peer support improve practice, professional competence and responsibility.

SUPPORTING SELF-REGULATION AND POSITIVE BEHAVIOUR

The quality of our relationships

- a) Our relationships with each other are supported and developed by our staff code of conduct. They provide a framework to help us provide good models of behaviour at all times for our learners.
- b) The quality of our relationships with our learners. These relationships are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:
 - Actively build trust and rapport – which has to be earned: not a given.
 - We should have high expectations for all learners. When we demonstrate our belief in them, it helps them to succeed.
 - We treat learners with dignity and respect at all times by communicating carefully and clearly in a way which is accessible to them and their current level of need.
 - Adults should listen carefully to the learner and make a judgement about how/when to respond.
 - Invest in your relationships with the learners and have fun together
 - Consider what might be behind the behaviour; why the learner is behaving in this way. There will always be a reason: the behaviour is a symptom and something we need to identify and understand.
 - See things through e.g. consequences in place as a response to particular behaviours – both desirable and undesirable.
 - Keep our word – and if, for some reason, we are unable to honour a commitment to a learner, to communicate clearly and honestly about why this has happened.
 - Identify the strengths of the learner – identify these with the learner where possible and build on it. If a learner is not able to do this, advocate for the learner within the team or professional group.
 - Apologise if you make a mistake – you are modelling this for the learner and this will support you to build trust and respect.
 - Name and manage your own emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a learner.

- It is important to manage difficult feelings about learners' behaviour – it is unhelpful history, focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the learners.
- Seek support from wider professional networks to problem-solve behaviours that challenge.
- We are always respectful to learners; we do not talk about them over their heads or in front of other learners.
- We are non-judgemental about learner's life experiences, but we use behavioural data to inform our planning for them.
- The quality of our relationships with parents and carers is equally important. It is important to reflect and plan with parents to ensure consistency in our approaches between home and school. Positive behaviour plans must be shared with parents and regularly reviewed. If any form of restraint had to be used to keep a learner safe during the school day, this needs to be shared with parents/carers.
- It is important to ensure we are working collaboratively with other professionals (eg therapists) working with learners to ensure their input into planning and strategies e.g. speech and language therapist, wellbeing team, EWMHS. It is the class team's responsibility to share any needed information or strategies with other professionals within the school to ensure consistency in strategies and enabling learners to succeed in self-regulating and managing their behaviour in different contexts, lessons and environments.

The quality of our provision

If we are able to meet each learner at his/her point of need and learning, it is more likely that unhelpful behaviour or behaviour that is challenging will decrease or stop. To do this we need to:

- Have communication systems in place and readily available when the child or young person is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the learner to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Accurately assess and understand the learners' needs by regularly referring back to their EHCP, Annual reviews and reports from professionals.
- Plan to meet the learner's range of needs specific to the plans drawn up by their professional group e.g. staffing, equipment, sensory needs and diets.
- Support the learner to develop high levels of resilience and have high expectations for every learner.
- Support learners to develop high self-esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the learner to do.
- Know what motivates each learner and use this as positive reinforcements.
- Personalised learning to ensure we meet each learner at his/her point of development and learning.
- Where appropriate, include the learners in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)

- Give the learner feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the learner for their specific achievements i.e. descriptive praise and do this often.
- Actively teach the children and young people behaviour for learning.

ORGANISING THE CLASSROOM FOR EFFECTIVE COMMUNICATION AND BEHAVIOUR

The guidance offered to class teams to reflect on the support our learners need, to learn how to self-regulate and manage their own behaviour successfully.

Class rules

Rules to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with learners
- Communicated in a way that the learners can understand, including visual cues, objects or reference, social stories etc.
- Stated in the positive – things we are going to do.
- Regularly referred to by the class team with learners
- Appropriate to the activity/lesson and developmental range of the learners.

Routines

Consistent class/lesson/activity routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning.

Class teams should however also reflect on how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill.

Changes to routines should be practiced using appropriate visual resources to allow our learners to learn that changes can be managed in a positive manner.

Communication and social interaction difficulties

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout the school day. Behaviour that challenges is often the result of a breakdown in communication. To support a learner who has become dysregulated or is in distress we should aim to understand the function of the behaviour eg what is causing the learner to become distressed. Class teams need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively. Class teams need to consider the following and how it can impact on our learners' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but also allow our pupils to have a voice, make choices and express their needs.
- That all of our children and young people need time to process information.

- Over half of our children and young people have difficulty interpreting non-verbal communication (body language) and a lot of our children and young people also have difficulty interpreting verbal language.
- Our learners may have difficulties in understanding facial expression and tone of voice.
- They may have difficulty with understanding or consistently remembering social rules and conventions.
- They may have difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- They are likely to have difficulty in understanding other people's emotions.
- They do not always know how to predict what will/what could happen next. This leads to anxiety.
- They may lack awareness of danger.
- They will need time to prepare for changes and transitions.
- They may have difficulty in coping in new or unfamiliar situations.
- They may have difficulty in managing social expectations and/or interactions with peers including friendships and bullying.

Class teams should use visual resources and other Augmentative and Alternative Communication Systems as:

- Visuals are permanent – spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people e.g. between home and school, when going on a trip or an off-site visit (i.e. swimming)
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

Sensory processing needs

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.)
- Speak clearly, slowly and calmly, giving pupils time to respond.
- Sensory processing issues should inform suitable learning environment adjustments and support pupils' actions.
- Ensure learners' sensory needs are supported through embedding sensory diets and movement breaks into their daily class routine and ensure that they have access to equipment that supports sensory regulation (chewy's, fidget toys, blu-tak, adapted seating, vibrating pillows, weighted vests, temperature of learner etc.)

- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) so that they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other learners into account.
- Monitor physical and emotional wellbeing of pupils and recognise signals of being distressed, unwell, in pain or upset.
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (Equality Act 2010)

Understanding self-injurious behaviour

Self-injurious behaviour is when a learner physically harms themselves intentionally. It may also be called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The learner may have no other way of telling us their needs, wants and feelings.

- Respond quickly and consistently when a learner self-injures. Even if you think what the learner is doing is to get attention, it is never appropriate to ignore self-injurious behaviour.
- Keep responses low key: limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: the learner may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts – consider their sensory processing needs and diets.
- Redirect. Tell them what they need to do instead of the self-injurious behaviour e.g. “Leni, hands down”. Use visual cues such as picture symbols to support instructions.
- Provide light, physical guidance: if the learner is having difficulty stopping the behaviour, provide light physical guidance e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour or cause the learner to target others.
- Use barriers: place a barrier between the learner and the object that is causing harm. For hand/arm biting, provide another object such as a chewy.

The language of choice

This is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases learners’ sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence

- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Rewards and Consequences

Rewards

- Descriptive praise – “I really liked it how you did xxx”
- Symbolic rewards – stickers, house points, certificates
- Communication with parents and carers to inform them of the behaviour or achievement i.e. postcards home
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (i.e. soft play, bikes, iPad, choosing time)

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

Consequences

1. We believe that consequences should link the behaviour of the child back to the consequence and do not believe in punishment. For example:

Behaviour	Consequence
Learner disrupts activity or behaves in a way that makes other learners feel unsafe.	<p>Learner has a break</p> <p>Learner is supported by an adult to consider their behaviour</p> <p>Learner apologises to the group for his/her specific actions and completes the activity (the activity may need to be completed at the start of a break/lunch time to prevent the learner falling behind in other activities)</p>

2. It is important for our learners to clearly link a specific behaviour with its consequence.
3. The consequence needs to be a natural consequence, to support the learners understanding of both positive and negative consequences.
4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage?

Reparation

Reparation means “repairing relationships” or “making good” in some way.

We believe that our learners should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focusses the learners mind on the punishment rather than what s/he did. This frequently leads to learners feeling angry about the punishment rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even learners with complex difficulties can be supported to repair; this will look different for each learner. We can't make assumptions about what learners feel. Unresolved difficulties can make learners very anxious and this can cause behaviour to escalate or become habitual.

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 eg:

"I like how you used your communication book to tell me how you are feeling"

"I liked that you asked for a break when you needed it"

"I noticed you were being a good friend by helping Sam"

"Thank you for coming back to your work so quickly"

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.

LEARNERS WITH EXCEPTIONAL BEHAVIOURAL NEEDS

The majority of learners at the school will respond positively when class teams and support staff work within these guidelines but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner.

We do this by:

- Working in line with this policy
- Putting in additional support, tailored to the specific needs of each learner
- Observations in a range of contexts by our attitude for learning coordinator – including home visits.
- Medical investigations to make sure the child isn't ill or in pain (particularly when a behaviour appears out of character)
- Making the routines/strategies more detailed
- Drawing up a risk assessment and positive behaviour support plan detailing action to be taken when identified behaviour occurs. This is shared with the learner, parents, staff and other staff/professionals working with the learner.
- Drawing on additional resources from both within and out of school i.e. wellbeing team, therapies, EP support, EWMHS support, Social Care and medical professionals.
- Parental and family support to implement changes in strategies.

We are also working collaboratively with our learners, their parents or carers and our professionals within school to deliver Positive Behaviour Support plans. This is a person centred approach to supporting people who display or who are at risk of displaying behaviours which challenge.

It involves understanding the reasons for the behaviour and considering the person as a whole – including their life history, physical health and emotional needs – to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting learners needs, and teaching them new skills to replace the behaviours which challenge.

Some learners need very specific and detailed planning which could include a shortened day, off-site education, home based learning, learning within school but within their own room. When significant adaptations are made to a learners' day, we always plan jointly with the parents/carers, the Local Education Authority and external agencies.

BULLYING (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should **never** be ignored
- **All** incidences of bullying should be recorded on CPOMS
- Parents and carers should be informed by teacher via telephone or face to face meeting
- Every instance needs to be addressed, in line with this policy, with each learner involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
- Learners need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe online and report cyber-bullying.
- Opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.

Further guidance is available in the schools Anti-Bullying policy which is available on request from the school.

DISCRIMINATORY LANGUAGE/INCIDENTS

- Although 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 the Senior Leadership Team.
- They **must** be recorded properly on CPOMS, including all follow up action.
- Some learners use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful to each other.
- Depending on the nature of the incident, our Designated Safeguarding Lead may decide that a "Channel Panel" referral needs to be made. Our experience of such referrals are that our learners' needs are considered and both learners and parents have been supported appropriately and positively to understand our learners vulnerability to radicalisation in any form.

Further guidance is available in the schools **Equalities Policy** which is available on request from the school.

RESTRAINT

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a learner does not cause injury to him/herself, a member of staff, another child or young person or significant property damage.

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when reasonable, proportionate and absolutely necessary.
- Should **only** be used if the learner is putting himself/herself or others in danger and where failing to intervene would constitute neglect.
- If used, it must be recorded on the school's incident recording system CPOMS
- An **individualised risk assessment and positive behaviour support plan** will need to be carried out – this might apply when an individual learner needs physical interventions, using Essex Steps strategies as part of an ongoing behaviour management plan.
- Class teams and support staff need to be able to establish the possible consequences of using a particular Essex Steps method(s) of physical intervention when difficult behaviour occurs. There are currently 4 in house trainers who deliver regular training to staff and class teams.
- Update the learners' Positive Behaviour Plan including the Essex Steps physical interventions which have been successful and share with relevant colleagues.
- If restraint is used, parents/carers need to be contacted before the learner arrives home.
- Once the incident has been de-escalated and the learner is regulating well (which is likely to be the next day), the class team need to consider which appropriate repair work needs to be done to offer a debrief for staff and maintain a positive relationship with the learner.

RESTRICTING LIBERTIES

At Market Field School learners should **never** be

- Locked in a room alone, without support or supervision
- Deprived of food or drink
- Denied access to a toilet

In exceptional circumstances a learner may be secluded in a safe space to reduce overall risk to himself/herself or others. There must always be at least two adults who are employed by the school (not volunteers or work placements) present and a senior member of staff should be informed immediately.

If a child is secluded, the incident must be fully recorded and it must be shared with parents/carers. A planning meeting should be arranged following an incident of seclusion to update the learners risk assessment to reflect the exceptional use of seclusion. Any incident of seclusion will also need to be shared with the Local Governing Body.

Class teams should be mindful that some of our learners' equipment may restrict their liberties for example adapted chairs which use straps or gators or helmets. Equipment like this should only be used according to the guidance offered by specialists or therapists.

In our EYFS class settings, it may be appropriate to use pushchairs/strollers to take children out or use reins. Both these are fine provided parents have been consulted and are in agreement.

CORPORAL PUNISHMENT

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

CONTINGENT TOUCH

Contingent touch may be used **appropriately** e.g. a pat on the shoulder in a public place, in the appropriate context.

HOLDING

Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature eg the learner is lead away by hand/arm/around shoulder (using Essex Steps strategies) or for very young learners it may mean more direct physical support – cradling or hugging. Learners with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles and form part of their sensory diets.

MONITORING

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the learner; this is partly achieved via monitoring and reflection. All instances of behaviour that challenges should be recorded on CPOMS.

EXCLUSIONS

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

In exceptional circumstances it may be necessary to exclude a learner for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude learners 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 learner.

Exclusions can also be managed internally and a learner may be removed from class for a fixed period of time and be placed under the supervision of the Attitude for Learning Coordinator or the Head of School.

Permanent Exclusions

It is extremely rare for us to permanently exclude a learner at Market Field School.

In the event that Market Field School is not able to meet the needs of an individual learner, we will **always aim** to work with the learner'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 Local Governing Body and where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Appendix 1: Physical Intervention Policy

Staff receive up-to-date behaviour management training; in addition, we have a number of accredited Essex Steps tutors on the staff. We believe that physical intervention should be the last resort.

In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

Advice for Staff

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

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening stance, ie not toe-to toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation and use of voice - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk and I will listen."
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in children that you are in control
- children need to feel that adults are in control.

In the event of a serious incident eg a fight, staff should:

- Give clear and immediate instructions
- “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk- if not, call for assistance