

Education Services

CONSISTENT and POSTIVE APPROACH TO BEHAVIOUR POLICY & PROCEDURE

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Policy Control/Monitoring

Version:	1.0
Approved by: (Name/Position in Organisation)	Carole Harder CEO
Date:	
Accountability: (Name/Position in Organisation)	Chief Executive, Percy Hedley Foundation
Author of policy: (Name/Position in organisation)	Dr Sue Fisher Executive Head Teacher
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Associated Policies: (insert hyperlinks)	Safeguarding Policy (including Child Protection) Anti-bullying Policy Moving and Handling Policy Health and Safety Policy Curriculum – PHSCE
Associated National Guidance	
Document status	This document is controlled electronically and shall be deemed an uncontrolled document if printed. The document can only be classed as 'Live' on the date of print. Please refer to the staff login section of the internet for the most up to date version.

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:

Role	Responsibility
Chief Executive	Overall responsibility to ensure this policy conforms to current guidelines and best practice. Ensuring resources and infrastructure are available to allow its implementation.
Director of Human Resources Department	Ensure effective implementation of this policy. Ensure a current list of all policies is available to all staff. Review dates of policy reviews and notify accountable person of policy.
Head of Service/Head of department	Ensure effective implementation of this policy. Ensure a current list of all policies is available to all staff. Review dates of policy reviews and notify accountable person of policy.

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1. Introduction

Children and young people within the Percy Hedley Foundation (PHF) Educational Services may present with a variety of difficulties relating to their behaviour which stem from their underlying issues with communication. It is the duty of all staff to maintain high levels of care and good control of pupils and students at all times. All children, young people and staff are entitled to learn and work in a safe, secure and relaxed environment without fear of the actions of others.

Within the Percy Hedley Foundation Educational Services 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.
- With the right support and intervention, children and young people can learn to improve their behaviour and manage it well.
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process.
- All of our pupils and students have learning difficulties which may impact on how they learn to behave.
- All adults can learn strategies to support children and young people to improve their behaviour.

A consistent and positive system of managing behaviour is essential. PHF Educational Services adopts the Non-Abusive, Psychological and Physical Intervention (NAPPI) approach in which all staff working with pupils are trained to an appropriate level. We believe that we can support the children and young people in our schools and college through:

- The quality of our relationships with them and each other.
- The quality of our provision.
- A well-informed understanding of their needs.
- The scaffolding we put in place to help them learn.
- Observation, evidence gathering and analysis so that our interventions are well informed and planned.
- Working in close partnership with parents and carers.
- Investing time to allow children and young people to practise and make mistakes without fear of harsh sanctions.

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2. Purpose

- To prevent injury or damage to pupils.
- To prevent injury or damage to staff.
- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe.
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people.
- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence based practice and current research.

3. Definitions:

Behaviour	The way in which someone acts or conducts themselves, especially towards others.
Challenging behaviour	Conduct or actions that are demanding, provocative, testing and not recognised as the norm that may cause harm, injury or distress.
Sanctions	Actions which involve a penalty or removal of a privilege, aimed at encouraging more acceptable behaviour.
Reparations	Actions that repair damage or ease distress caused by challenging behaviour.
Restraint	The positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury to himself, others or property.

4. Roles and Responsibilities:

The consistent approach to behaviour is the shared responsibility of all staff working with pupils. Staff work together to ensure all relevant staff understand the individual needs of each pupil and their targets.

5. Procedures:

Procedures are based on our beliefs about behaviour.

5.1 Children and young people want to behave well:

- We believe that children and young people are happy when they behave well and when that good behaviour is recognised by adults and their peers. Children and young people are able to behave well when their needs are well met in school, at home and in the community.

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5.2 Behaviour and Communication:

- How children and young people behave gives us important information about how they are feeling.
- Supporting children and young people to communicate is an essential part of helping them to behave appropriately.
- Children and young people with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

5.3 Children and young people can learn to improve their behaviour:

- Our pupils and students 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 and we must have realistic expectations about the speed of progress they will have when learning to adapt or develop new behaviours.
- Our children and young people learn in small, incremental steps over long periods of time.

5.4 Mistakes are part of the learning process:

- Mistakes are not judged but we support our pupils and students to get things right.

5.5 All adults can learn strategies to support children and young people to improve their behaviour.

- Most adults have evolved ways of responding to children's and young people's behaviour based on a combination of personal and professional experiences, training and experiential learning.
- Within PHF Educational Services, we encourage all staff to reflect on what may be the underlying issues which drive or trigger behaviour in children and young people and to think about ways of responding to challenging behaviour in a positive, non-judgmental and supportive way.
- The Educational Services have adopted a consistent approach to working with children and young people who have challenging behaviour. The Non- Abusive, Psychological and Physical Intervention (NAPPI) approach is used across all sites.
- All education and therapy staff are trained at Level 1 and selected teams are trained at levels 2 and 3 as appropriate (please see Appendices).
- We recognise that managing challenging behaviour can be very difficult particularly if a child or young person is targeting himself or others in a very aggressive way.

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Within educational services, we support staff to develop their own emotional resilience through professional and peer support.

- All staff must be committed to developing their practice, reflecting on their own behaviour and sharing their skills and experiences.

5.6 Adults can support children and young people through:

- The quality of our relationships with each other. Fostering close team working, acceptance and trust amongst the staff team provides good role models of behaviour for our pupils and students at all times.
- The quality of our relationships with our children and young people. It is essential to build strong, positive relationships with pupils and students. To succeed with this we need to:
 1. Actively build trust and rapport – we earn the trust of children and young people.
 2. Have high expectations for all children and young people. When we demonstrate our belief in them it supports them to succeed.
 3. Treat pupils and students with dignity and respect at all times, e.g. by thanking them, communicating clearly and positively at all times at an appropriate level and listening to them with respect. We do not talk about them over their heads and confidentiality is always maintained.
 4. Reflect on what lies behind the behaviour and why the child or young person is behaving in this way. There is always a reason and a trigger, which needs to be identified.
 5. Act consistently and see things through. If there are consequences to behaviours, whether positive or not, they must happen.
 6. Always keep our word. If a commitment to a child or young person cannot be honoured, we must communicate clearly and honestly about why this has happened.
 7. Apologise if we make a mistake. This is an excellent model for the child or young person and will build trust and respect.
 8. Identify the strengths in the child or young person. These should be identified with them and built upon.
 9. Quietly, firmly and consistently set and hold appropriate boundaries for all children and young people.

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10. Be non-judgmental about the life experiences and backgrounds of children and young people but use the knowledge sensitively to inform planning and intervention.
11. Manage our own emotional reactions to children and young people's behaviour and act positively at all times. If we are finding this difficult then support should be sought.
12. Actively seek support from wider professional groups as soon as needed – e.g. CYPS teams.

5.7 The quality of provision:

If we can accurately identify each child or young person's needs and meet them, it is likely that challenging behaviour will decrease or stop. To do this we need to:

1. Complete an accurate and thorough assessment of needs.
2. Draw up a comprehensive plan to meet needs, which will be specific and personal to them, looking at equipment, sensory needs, staffing levels etc.
3. Support children and young people to be resilient and have good levels of self-esteem so that they believe they can succeed.
4. Provide frequent and positive reinforcement when things are going well and minimal feedback for low-level, undesirable behaviours.
5. Focus on what we want the child or young person to do, not what we do *not* want them to do.
6. Praise children and young people for specific achievements so that they are clear what they have done well and when.
7. Find positive motivators for all pupils and students.
8. Deliver personalised learning programmes to match each child or young person's stage of development.
9. Where possible, include the child or young person in target setting, planning and evaluation of outcomes using language and methods appropriate to them.
10. Be clear about progress and what needs to be done to achieve further progress.
11. Actively teach children and young people the behaviour for learning.

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5.8 The structure we put in place:

The things we do to support our children and young people to manage their own behaviour successfully are key to a positive ethos and environment.

- **Rules** support positive behaviour and should be:
 1. Few in number,
 2. Agreed with children and young people as far as possible.
 3. Communicated in an appropriate way e.g. through visual cues, sign, symbol etc.
 4. Positive – things we are going to do.
 5. Regularly referred to by everyone.
 6. Appropriate to the setting, activity and developmental level of the children and young people involved.

- **Routines** also support children and young people. They should be:
 1. Explicitly taught in all situations.
 2. Consistent.

- The **language** we use is part of helping children and young people to take responsibility for their behaviour. It can help them to choose the right thing to do and, if appropriate, explain the consequences of their actions. Descriptive praise gives positive feedback, increases self-esteem and supports behaviour for learning.
 1. Language is always linked to action and consequences are always linked to choices.
 2. Descriptive praise is used when children and young people are seen to make a good choice. Adults must be vigilant and never miss an opportunity for this to happen. Examples include, *'I liked the way you lined up as soon as I asked', 'Thank you for putting your ball back straight away'*.
 3. Positive and consistent communication will increase children and young people's sense of responsibility and remove the struggle for power.

- **Rewards, Consequences/ Sanctions and Behavioural Interventions:**

Rewards must be able to be delivered and focus on positive choices and the behaviours we wish to encourage. They may include:

 1. Descriptive and specific praise.

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2. Symbolic rewards (stars, stickers, etc.)
3. Communication with others to inform them of the behaviour or achievement.
4. Special responsibilities or privileges.
5. Preferred activities which are beyond the scheduled classroom timetable, e.g. sensory room, computer time, outdoor play outside of usual break times.

Consequences/Sanctions must also be able to be delivered and must be appropriate but not harsh or removed from the behaviour that we wish to decrease. They may include:

1. Having a break from the situation, supported by an adult to reflect on behaviour.
2. Losing a preferred activity or privilege.

Interventions, such as a planned physical or sensory based learning break, are described within each pupil's Positive Behaviour Plan; these are proactive supports and not considered to be sanctions.

Adults should reflect on the incident that has led to a sanction and consider if something could have been done differently to support the child or young person.

- **Reparations:**

We believe that children and young people should be given the opportunity to repair relationships following a behavioural incident and that they want to do this.

Punishment is not a concept that we feel is positive as it focuses the child or young person's mind on the punishment rather than what led to it.

This can lead to them feeling angry about the punishment rather than thinking about the effect of their behaviour on themselves and others.

Where appropriate, we support children and young people to take responsibility for what they have done and repair it with other people affected.

We cannot make assumptions about what children and young people are feeling. Unresolved difficulties can make them very anxious and lead to further behavioural or habitual behavioural problems.

5.9 Children and young people with exceptional behavioural needs:

The majority of children and young people within educational services will respond positively when staff work within the guidelines detailed above. However, some of our children and young people present with significant levels of challenging behaviour, which are deeply embedded and require additional support to diminish.

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This is done by:

1. Ensuring that the general principles within this policy are adhered to at all times.
2. Putting in place additional scaffolding and support, which is tailored to the specific needs of each child or young person.
3. Drafting a comprehensive Positive Behaviour Plan (behaviour management plan) to ensure that all support and strategies are clearly documented and staff know how to manage each situation as it arises. This plan should be drawn up with parents, carers and significant staff and agreed with the Senior Management Team. Risk assessments should also be completed to ensure safety in all situations.
4. Working closely with parents to support them to implement strategies and changes of approach.
5. Putting in place additional staff training where needed e.g. NAPPI Levels 2 and 3.
6. Prompt involvement of external agencies such as Children's and Young People's Services (CYPS) teams, mental health practitioners, and psychology and psychiatry teams.
7. Involving medical services to ensure that there is no underlying illness or unresolved pain.

Some children and young people may require very specific and detailed planning. This could include a shortened school or college day, off-site education, additional one-to-one support or a period of home-based learning. When such significant adaptations are required these will be planned jointly with all agencies including parents and families, Local Authorities and external support teams.

5.10 Physical Intervention and Restraint:

All staff working with children and young people who present with significantly challenging behaviour will be trained at the appropriate NAPPI level.

NAPPI teaches very specific methods of physical intervention, which minimise the amount of contact and the risk of harm to the child, young person or intervening adults. The following rules apply:

1. Physical intervention and restraint should rarely be used and only after all other interventions have been exhausted. It must only be used by staff who have had the recognised level of NAPPI training and where this is up to date. Yearly refresher training is mandatory.
2. It should only be used if the child or young person is putting himself or others in danger and where failure to intervene would result in harm and constitute neglect.

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3. Any physical intervention should be as a last resort and should be proportionate, reasonable and necessary.
4. If used it must be logged (see below) and parents and families informed before the child or young person arrives home from school or college.
5. An individual Consistent and Positive Approach Plan and risk assessment must be in place or, in the event of physical intervention needing to be used for the first time, written within the next two days.
6. Consistent and Positive Approach Plans must be regularly reviewed, updated and shared with all who need to know. They must be dated and previous versions removed from circulation.
7. Staff must reflect on the incident once it is over to determine if anything could have been done to manage it differently and to plan for the future.

5.11 Deprivation of Liberty (DoL):

Within school or college children and young people must **never** be:

1. Locked in a room alone without support or supervision.
2. Deprived of food or drink.
3. Denied access to a toilet.
4. Restrained using a harness, arm gaiters or any other restrictive piece of equipment where this has not been agreed by all involved, risk assessed and clearly documented.

In exceptional circumstances, a pupil or student may be secluded in a safe space to reduce the risk to themselves or others. There must always be two adults present, either inside the room if safe or outside the door with visibility if not. A senior member of staff must be notified immediately.

Incidences of seclusion must be logged using the schools' and college recording system.

5.12 Touch:

Corporal punishment is illegal and will never be used within school or college.

Contingent touch may be used appropriately in the appropriate context e.g. a pat on the arm or shoulder for reassurance but staff must know how the child or young person is likely to react as some may misinterpret this.

Holding (e.g. through arm walking etc.) may only be used as part of the NAPPI levels 2 and 3 approach by staff who are trained to this level and under the circumstances described in paragraph 5:10.

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Children and young people with complex sensory needs may require more direct physical touch and contact e.g. squeezing or deep pressure. This will be documented in sensory profiles.

5.13 Fixed Term Exclusions:

Exclusions are not the most effective way to support children and young people with SEND. We will always try to adapt and personalise our provision in order to ensure that all can access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time but this would always be considered very carefully. These circumstances may include:

1. Incidents where the safety of the pupil or student or that of others is seriously compromised and the occurrence is frequent or increasing in frequency and intensity.
2. Incidents of knife crime or use of other weapons.
3. Incidents of a sexual nature or sexual violence.
4. Incidents of significant damage to property.

Decisions to exclude children or young people are made on an individual basis and will always be a reasonable, measured and considered response which will have an impact and be a learning opportunity for them.

Exclusions may be managed internally and the child or young person may be removed from class for a fixed period of time.

In the event that Percy Hedley Foundation Educational Services are not able to meet the needs of an individual child or young person, we will always work with families and local authorities to identify a suitable placement for a managed transition.

5.14 Reporting and Recording Incidents:

Any behavioural incident must be recorded on ABC (Antecedents, Behaviour, Consequence) forms, daily data sheets or in the Incident & Physical Control Report Book (NAPPI bound & numbered book). This must include antecedents to the incident, the behaviour displayed by the pupil (in line with the Lalemand scale), the intervention used and the pupil's response to the intervention. Any injury to pupil, staff or property must also be included. If a physical intervention was required, staff and pupils must be debriefed. SLT will then complete a record of all incidents to identify trends where necessary. Parents must be informed of any physical intervention necessary. The pupil's Positive Behaviour Plan will be amended if required.

Training in recording and reporting incidents is part of the NAPPI approach.

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6. Monitoring & Review

Overall responsibility for the operation of the policy and procedure lies with the Chief Executive. The effectiveness of the policy and procedure will be formally reviewed and monitored as a minimum on a 12 monthly basis, to ensure that it continues to meet the requirements of The Foundation, the specific service areas and that it reflects best practice and statutory legislation as appropriate.

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At Northern Counties School:

It is often the case that pupils, when attending Northern Counties School for the first time, may often have habitually high levels of anxiety and, as a consequence, frequent dis-regulated behaviour. Our staff place an extremely strong emphasis on a highly structured environment and individualised curriculum, with appropriate levels of support, to provide a predictable and safe learning environment. The wellbeing of our pupils is of paramount importance to all of our staff.

A highly structured environment

This may include:

SCERTS

The SCERTS Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children with ASD and related disabilities. SCERTS focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any programme, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings.

SCERTS provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships.

Structure

The importance of structure has long been recognised. It makes the world a more predictable, accessible and safer place. Structure can aid personal autonomy and independence by reducing dependence (e.g. prompting) on others. The environment and processes are modified to ensure each individual knows what is going to happen and what is expected of them. This can also aid the development of flexibility by reducing dependence on rigid routines. Structure plays to the strengths of a sense of order and preference for visual organisation commonly associated with the autistic spectrum.

Positive (approaches and expectations)

It is important that a programme of sensitive but persistent intervention is in place to engage the individual child, minimise regression and discover and develop potential. In this respect it is important that expectations are high, but realistic, and based on careful assessment. This will include the strengths and individual needs of the person, their level of functioning and an assessment of the support they will need. We seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.

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Additionally, many people with autism may avoid new or potentially aversive experiences, but through the medium of structure and positive, sensitive, supportive rehearsal can reduce their level of anxiety, learn to tolerate and accept such experiences and develop new horizons and skills.

Empathy

It is essential to see the world from the standpoint of the child. This is a key ingredient in the 'craft' of working with children with autism. We must begin from the position or perspective of the individual and gather insights about how they see and experience the world, knowing what it is that motivates or interests them but, importantly, what may also frighten, preoccupy or otherwise distress them.

To make every effort to understand, respect and relate to the experience of the person with autism will underpin our attempts to develop communication and reduce anxiety. In this, the quality of the relationship between the person and supporter is of vital importance.

Effective supporters will be endowed with the personal attributes of calmness, predictability and good humour, empathy and an analytical disposition.

Low arousal

For many pupils the approaches and environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration. This can mean creating an environment where there are as few distractions as possible. Some individuals may require additional time to process information, especially if this is auditory. They have additional sensory processing difficulties and may need extra time to process information. Staff may need to pay attention to potentially aversive or distracting stimuli, for example noise levels, colour schemes, odours, lighting and clutter. Information is given with clarity in the medium best suited to the individual with care taken not to overload or bombard. This may mean giving information or requests using a small number of key words, or by using pictures, symbols, signs or objects of reference to help the pupil to understand what is required of them.

Some individuals may be under responsive to sensory experiences and actually seek additional sensory sensations. Again this is best achieved with an approach where the input can be regulated.

Low arousal should not be confused with "no arousal". It is of course desirable that individuals are exposed to a wide range of experiences but that this is done in a planned and sensitive way. It is recognised that for the most part the individual may benefit most in a setting where sensory and other stimulation can be reduced or controlled.

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Sensory Integration

Many of our pupils, especially those with autism, struggle to ‘make sense’ of all the sensory input that they get from their body, for example from their eyes, ears and skin. Most people develop the ability to understand and respond to the environment as they grow. Sensory integration usually develops in young children through engaging in activities such as crawling, rocking, walking and playing. The brain takes in sensory information and by comparing it with previous information, helps the person to interact with and respond to the environment. Thus sensory integration is essential to all activities of daily life including dressing, eating and learning; it is vital in order to develop social interaction.

Our pupils may have problems with:

- Sensory modulation: this is where they are either over or under reactive to sensory input.
- Discriminating between different sensory input (different textures might feel the same or it may be difficult to locate a specific object in a cluttered area).
- Praxis or motor planning, so may find it difficult to plan for a series of movements such as doing up buttons
- Vestibular functions: they may have poor balance or coordination.

In order to help our pupils to develop sensory integration our occupational therapists will put a planned series of interventions in place that is usually in the form of Sensory Passport. The passport will describe the behaviour, what it means and the interventions that will help the pupil at that moment. Examples of interventions include deep pressure, water play and time on the swing or trike. All interventions are risk assessed and would be included in the pupil’s Positive Behaviour Plan.

Links

Strong links between the various components of the person’s life or therapeutic programme will promote and sustain essential consistency.

Open links and communication between people (e.g. parents, teachers and therapists) will provide a holistic approach and reduce the possibility of unhelpful misunderstanding or confusion or the adoption of fragmented approaches.

TEACCH

TEACCH developed the intervention approach called “Structured TEACCHing”, which is based on understanding the learning characteristics of individuals with autism and the use of visual supports to promote meaning and independence.

Principles of structured TEACCHing:

- Understanding the culture of autism

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- Developing an individualized person- and family-centred plan for each student, rather than using a standard curriculum
- Structuring the physical environment
- Using visual supports to make the sequence of daily activities predictable and understandable
- Using visual supports to make individual tasks understandable

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Seclusion Protocol: Northern Counties School

This document aims to provide a framework establishing an understanding of the purpose and procedure for the use of seclusion. It aims to ensure seclusion is used appropriately in the management of severe challenging behaviour **when all other interventions have been unsuccessful**, and the risk of harm to an individual or others is high. It provides a best practice framework to ensure the safety of students and staff.

The use of seclusion within Northern Counties School is in line with good practice guidance given in the Department of Education's Behaviour and Discipline in School: Advice for Head teachers and school staff (DfE, 2016), The Department for Education guidance on 'the use of force and control to restrain pupils' (DfE, 2010), the department for Education 'guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or ASD' (DfE, 2002) and the most recent guidance from BILD, the Centre for the advancement of Positive Behaviour Support (BILD, 2015).

What is Seclusion?

Seclusion is defined as:

'The supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving'

Department of Health (2014)

Relevant Legislation

The children act (1989) states that any practice or measure which prevents a child from leaving a room/building of their own free will may be deemed a 'restriction of liberty'. (BILD, 2015)

Department for Education guidance on 'The use of force and control to restrain pupils' states that seclusion should only be considered in exceptional circumstances as it is a criminal offence to lock a person in a room without a court order as it is a restriction of liberty and infringes the human rights of the child or young person.

However, the use of restrictive physical intervention, which includes the use of seclusion, can be justified in certain situations; The 2010 guidance which refers to the 2002 guidance principles states:

The use of seclusion is a form of restrictive physical intervention and should only be considered in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil.

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When Is Seclusion Appropriate to Use?

Outside of an emergency situation where staff have a duty of care to prevent harm, seclusion is not acceptable and is likely to breach human rights and criminal law. (BILD, 2015)

The most recent guidance given by the Department of Education on Behaviour and discipline in schools states that 'any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances' (DfE, 2016)

Seclusion is a form of restrictive intervention which is classed as an extreme form of restraint which should only ever be used as a last resort. Seclusion should only ever be used when there is immediate risk of significant harm to others.

Locking someone in a room is a serious intervention and must be carefully regulated and monitored and should only ever be implemented to eliminate high risk presented by the behaviour of the person exposed to seclusion (BILD, 2009)

Seclusion should never be a behaviour support strategy implemented a regular basis. It should only ever be used as a last resort to prevent harm of an immediate risk, when all other proactive, active and reactive support strategies detailed on the pupil's individual behaviour support plan have been implemented without effect.

In exceptional circumstances, where an individual is displaying challenging behaviour in which there is immediate risk of causing harm to themselves or others and all other options have been considered, seclusion may be the least restrictive option that presents the lowest risk and is likely to be of the most benefit to the individual concerned (Mental Welfare Commission for Scotland, 2014).

Seclusion should only ever be used when:

- There is a clear identified risk that the pupil presents a significant degree of danger to themselves or other people.
- The situation cannot be managed more safely and appropriately by any other means.
- When the balance of potential risks of seclusion, and any other intervention such as prolonged physical restraint, or use of medication indicates that seclusion would be the safer option.

Management of Seclusion

- Seclusion must only be implemented when at least two members of the staff team who are trained at NAPPI level 3 have agreed it is necessary to ensure the safety of student, other pupils and staff from immediate risk.

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- Contextual factors such as the pupil's ability level, previous history, and behavioural and emotional circumstances, will always be taken into account when considering the use of seclusion
- When seclusion is deemed appropriate, care will be taken in the movement of a pupil into a place of seclusion; if physical intervention is required all necessary procedures in accordance to the principles of NAPPI must be followed.
- An area of seclusion must have a decent size viewing panel/window to observe the pupil, and a risk assessment should have been completed on the location to ensure it is a suitable, safe risk free environment.
- If seclusion is used it is the professional responsibility of staff to ensure the pupil is observed and monitored at least every two minutes using a 'Seclusion observation monitoring form', and the use of seclusion is recorded on a 'record of seclusion' report form.
- Under no circumstances will a pupil be left in seclusion beyond the point where it is no longer deemed the safest option, or absolutely necessary and in the best interests of the child
- At least two members of staff will be present at all times during the use of seclusion, and as a general rule seclusion should not be used for more than 15 minutes. If staff deem it necessary to exceed this time than a member of the senior management team must be informed and give authorisation.
- Seclusion will cease immediately when it is evident through observation that their behaviour is no longer an immediate risk and they have calmed.
- If deemed appropriate work will be done with the pupil when they are calm, to reflect upon the episode of seclusion and support them in the planning and development of more suitable, less restrictive strategies of emotional regulation.
- Class teachers, in liaison with the Behaviour Intervention Team will review each individual pupil's positive behaviour support plan on a termly basis. More regular reviews may be required depending upon the needs of the student.

Parents and carers

- The parents or carers of any child who requires seclusion must be fully informed of the school's seclusion protocol.

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