



Simul autem et crescere luceat  
Together we grow and shine

# Fountain Head House School

## Positive Behaviour Policy and Statement of Behaviour Principles

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Reviewed by	Dan Turner DSL
Approved by	Julie Smith Chair of the School Board

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## Context

Fountain Head House School is a co-educational school for up to 80 pupils in the age range 4 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP.

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and/or experienced trauma in their lives.

At FHHS, we are committed to providing a safe and caring environment that is free from disruption, violence and any form of bullying or harassment so that all pupils can develop their full potential. We expect our pupils to treat each other and members of staff with courtesy and co-operation so that they can learn in a relaxed and orderly atmosphere.

## Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Statement of Behaviour Principles

The behaviour principles aim to reflect and demonstrate the importance of the school's commitment to promoting positive behaviour of all staff and pupils. The philosophy and ethos of the school reflects the acceptance and respect for all pupils and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:

- Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- All behaviours are consistently dealt with by all staff, in line with the behaviour policy
- The behaviour policy is understood by all pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The School Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This statement of behaviour principles is reviewed and approved by the Chair of the School Board annually.

## Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#) - update 2024
- [Searching, screening and confiscation at school – update 2023](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – Update 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

## Understanding Behaviours in the Context of SEND

### Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour is impacted by a Special Educational Need or Disability (SEND).

When incidents of risk behaviours arise, we will consider them in relation to a pupil's SEND. Decisions on whether a pupil's SEND had an impact on an incident of risk behaviour will be made on a case-by-case basis.

When dealing with risk behaviour from pupils with SEND, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- All pupils have an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of risk behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Preventative measures may include

- Short, planned movement breaks for a pupil with additional sensory processing needs to aid regulation
- Adjusting the physical classroom environment to meet individual learning requirements and needs
- Adjusting uniform requirements for a pupil with sensory needs or who has severe eczema
- Training for staff in understanding conditions such as autism (ASC), ADHD and trauma
- Use of regulation spaces where pupils can regulate their emotions during a moment of sensory overload
- Creating personalised daily routines and adjusting the curriculum to meet specific need
- Use of therapeutic strategies and positive behaviour support lead

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Considering whether a pupil displaying behaviours that challenge may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Positive Behaviour Support Approach**

Our school offers a warm and friendly environment for learning, with specialist support for pupils with unique learning profiles. In order to create an environment in which pupils feel safe and secure we believe that such differences need not be barriers to success, and we have taken the very best school practices and built them into our school.

We aim to provide innovative, personalised and exciting learning opportunities that ensure our pupils are happy and successful in life. We understand that every child is different which is why we are committed to helping our pupils learn and grow with methods that suit them and their individual needs.

Whilst the principles and procedures contained in this policy document will be applied equally to all pupils, each pupil at Fountain Head House School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use consequences and behaviour programmes as appropriate to the unique individual needs of each child. This reflects the whole ethos of the school in treating pupils as individuals and tailoring our work to meet individual needs through individual education, risk assessments and positive behaviour support plans.

The main emphasis at Fountain Head House School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the pupils and staff.

Staff will intervene and apply consequences only in circumstances where a pupils behaviour is likely to effect a positive teaching and learning environment; the health and safety of the pupils and staff; or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where pupils learn to trust staff. In order to provide security for individuals and the school to promote personal development, and the need to develop an appreciation of the limits on their behaviour set by society and their community.

Pupils need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develop a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about. Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising the pupils self-esteem.

## **Recording, Monitoring and Reporting Behaviours**

The school uses an online reporting system BehaviourWatch. BehaviourWatch allows all staff to efficiently report Behaviours of Concern and Behaviours to Celebrate. The online tool empowers staff to use an advanced reporting system, setting the new standard for internal school data as well as tracking behaviour patterns over time, by weather, by school radar and by year group, class and individual pupil compiled in a custom-built interface.

The school will collect data on the following:

- Behavioural incidents (Behaviours to Celebrate and Behaviour of Concern)
- Incidents of searching, screening and confiscation
- Incidents of bullying and friendship related issues
- The use of disengagements and holds

The data will be analysed every half-term by the Safeguarding Team.

The data will be analysed from a variety of perspectives including:

- At whole school level
- By individual classes
- By age/year group
- At the level of individual members of staff
- At the level of individual pupils
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## Definitions

When defining behaviour, Fountain Head House School understand that all behaviours are a form of communication and that behaviour influences behaviour. When managing a crisis staff are aware of precipitating factors that may influence the pupil's behaviours. All staff must observe their own behaviours as well as the behaviours of the pupils reflecting upon the following factors:

- What is the pupil trying to communicate?
- How am I responding?
- What am I expressing?
- How are they responding to me?

When a pupil is displaying an increase in risk and unsafe behaviours placing themselves and/or others in a position of imminent or immediate harm. The use of a Restrictive Intervention (RI) can be used to maximise safety and minimise harm. The use of a RI is used as a last resort where other means of de-escalation and attempts to create a safe environment are unsuccessful and where the degree of risk has been appropriately assessed, using knowledge of The Decision-Making Matrix as an aid. Restrictive interventions should always be reasonable, proportionate, least restrictive and a last resort.

### Risk behaviour is defined as:

Risk behaviours can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion or refusal of classwork
- Refusal to follow staff instructions
- Misuse or damage of equipment (including tablets and computers)
- Use of foul and/or abusive language

### Serious risk behaviour is defined as:

Serious risk behaviours can be defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Series damage to property
- Directed verbal or physical aggression directed towards peers or staff
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Vapes
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 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

## Bullying can include

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



## Roles and responsibilities

### The School Board

The School Board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- To uphold the core values of Care, Welfare, Safety and Security for pupils and staff

### The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Positive Behaviour Support Lead
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with all behaviours
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- To uphold the core values of Care, Welfare, Safety and Security for pupils and staff

### The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for:

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Monitoring how staff implement this policy to ensure that recognition for behaviours to celebrate and consequences for risk behaviours are applied consistently to all groups of pupils
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Lead on Pupil Risk Assessments for all pupils and Positive Behaviour Support Plans for identified pupils and review these regularly
- Liaise with the Headteacher regarding the content of the Behaviour Policy and the implementation of identified procedures

- Liaise with the Senior Leadership Team and the Safeguarding team regarding the implementation of this policy
- To uphold the core values of Care, Welfare, Safety and Security for pupils and staff
- To complete CPI Safety Intervention Foundation training on a yearly basis

## Senior Leadership Team and Safeguarding Team

The Senior Leadership Team and the Safeguarding Team responsible for:

- Liaising with the Positive Behaviour Support Lead on matters regarding approaches to behaviour
- Reporting to the Positive Behaviour Support Lead any concerns regarding behaviour
- Contributing to creating an understanding of the school's approach and culture regarding supporting pupils to develop positive behaviours
- Give particular attention to behaviours which might relate to safeguarding concerns
- To uphold the core values of Care, Welfare, Safety and Security for pupils and staff

## Teachers and Teaching Support Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and correctly using BehaviourWatch
- Challenging pupils to meet the school's expectations
- To uphold the core values of Care, Welfare, Safety and Security for pupils and staff

The senior leadership team (SLT) and Positive Behaviour Support Lead will support staff in responding to behaviour incidents.

## Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## Pupils

Pupils will be made aware of the following expectation of behaviour during their induction into the school:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The members of staff that are available to them to help them meet the behavioural standards
- Pupils will receive certificates of achievement related to improved behaviours

Pupils will be supported to meet the behaviour standards and will be provided with continual support from all staff.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- CPI Safety Intervention – some staff
- CPI Verbal Intervention – all staff
- The use of Emotion Coaching communication strategies
- The use of Zones of Regulation across the school and in the wider community
- The implementation of individualised One-Page-Profiles, Pupil Risk Assessments and Positive Behaviour Support Plans
- The reporting system of BehaviourWatch and how incidents are correctly logged
- The Trauma informed approach adopted by Fountain Head House School
- Therapeutic approaches used at school, for example autism and ADHD awareness
- The role that Adverse Childhood Experiences (ACEs) have on pupils and the wider community at school
- The Interoceptive Curriculum

## Behaviour Procedures

The school's behaviour procedures aim to create an approach and culture that promotes excellent behaviour for all pupils. The expected behaviours in our school, place a focus on outlining behaviours to celebrate, and the key habits and routines pupils are expected to develop.

Pupils are expected to:

- To treat others with respect and accept differences, especially in regard to age, gender, sexual orientation, race, ability, disability and background, both face to face and remotely via social media and mobile phone
- To work to the best of their ability
- To allow others to learn and make progress
- To accept responsibility for their actions and choices
- To follow staff requests and instructions
- Treat the school buildings and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- To resolve disagreements without resorting to verbal or physical aggression

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## Mobile phones

- Pupils are **not** allowed to have mobile phones with them on-site
- There is a particular area where phones should be stored during the school day
- An exception may be made where there is an identified need for contact with parents / carers via mobile. In this case, the pupil will be allowed to use their mobile under supervision in an appropriate area of the school. There will be exceptions to the rules for medical or personal reasons

## Classroom management

- Create and maintain a stimulating a positive environment that encourages pupils to be engaged
- Placing a strong emphasis on the personal, social, health and economic (PSHE) education of pupils and increasing self-esteem and confidence to underpin behaviour to celebrate and learning
- Displays the expected and agreed classroom behaviours
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
- Understanding and identifying that all behaviours are a form of communication

- An atmosphere of mutual respect between both staff and pupils to develop relationships
- Practices that allow for self-reflection and self-regulation of behaviour

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to FHHS- Child Protection and Safeguarding Policy for more information.

## Responding to behaviours to celebrate

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. The promotion of positive recognition will in turn promote a love of learning. This equally provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and recognition will be applied clearly and fairly in support of the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be recognised with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates of Achievement
- Whole-class or year group recognition, such as a popular activity

## Responding to risk behaviour

Staff will endeavour to create a predictable environment by responding in a consistent, fair and proportionate manner, so pupils know with certainty that risk behaviour will always be addressed.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of risk behaviour. This will be done in a person-centred and trauma informed approach as per the CPI Safety Intervention and Verbal Intervention training received.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as, Crisis Prevention Institute Verbal Intervention and Safety Intervention strategies, Emotion Coaching and Zones of Regulation strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving consequences to risk behaviours, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- Requesting pupils works in a separate location away from the classroom environment
- A verbal warning and reminder of the expectations of behaviour
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents

- Agreeing a positive behaviour support plan
- Creation and continual updating of a pupil risk assessment
- Key staff attending focus meeting lead by Therapy Team and SLT

Personal circumstances of the pupil will be taken into account when deciding on an appropriate consequence and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## The use of Restrictive Intervention (RI)

Some pupils at Fountain Head House School display a variety of challenging behaviours which result in a range of strategies, including RI being used to reduce risk and increase safety for all, as a last resort. Staff are encouraged to adopt a range of de-escalation methods via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourage where appropriate our pupils to be involved in the process of being reflective about their behaviours.

## Use of Crisis Prevention Institutes – Safety Interventions

At Fountain Head House School, CPI Safety Interventions are used as a preferred method of RI. All staff will be trained in CPI Verbal Interventions, with new staff being trained at the earliest opportunity. Training will be updated on an annual basis to help ensure best practice. There will also be a percentage of staff that will be trained in CPI Safety Interventions (including Disengagement and Holds) – this has been carefully considered and is in place as a last resort to maintain safety for all.

RI involves a proportionate degree of force where a pupil is showing an increased level of risk to themselves or others, where other strategies have failed to reduce the likelihood of harm. At Fountain Head House School, the use of RI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed with knowledge of The Decision-Making Matrix. As part of training, staff are aware of defensible decision making and that RI should only be used as last resort, be reasonable and proportionate. During dynamically risk assessing the situation, CPI trained staff, will always have the ethos of Care, Welfare, Safety and Security at the forefront of their minds.

A restrictive intervention can generally be described as a any physical, chemical, environmental, or mechanical intervention used to restrict a person's liberty of movement.

The use of RI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

- Reasonable, proportionate and least restrictive
- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, culture, background, gender, stature and medical history of the young person
- The application of increasing or decreasing force in response to the pupil's behaviour.

All the above would be considered through Pupil Risk Assessment and Positive Behaviour Support Plan. Staff should always consider the following:

- RI is rarely used, and only after all other interventions have been exhausted and only by staff who have had the recognised up-to-date CPI Safety Intervention training (SI Blue Card Holder).

- Use of RI should wherever possible have two staff members involved in order to capitalise on staff knowledge, skills, experiences and communication skills. This also ensures that pupils are safeguarded from the potential misuse and abuse of such approaches.
- Any RI incident **MUST** be recorded, on the day of the incident, using the School's online Behaviour of Concern form via BehaviourWatch
- The Positive Behaviour Support Lead or SLT has a responsibility to sign off each RI, using the school's online tool (BehaviourWatch) – this will involve a debrief of staff involved and will utilize the Decision-Making Matrix to allow for Defendable Decision Making to be understood.
- Individual pupil Risk Assessments, One page profiles and Positive Behaviour Support plans will be updated as appropriate after any significant event (significant would refer to any incident that is not covered in any current plans or assessments) within a 24hr period – this information will; be shared by the class teacher with staff working with the pupil to raise awareness and support.
- The school will endeavor to contact parent or carers before the child arrives home

Following an incident where a RI has been used the school will offer Therapeutic Rapport to any individual involved that will follow the pattern of:

- **Supporting in the Present** – Physical and Psychological support offered and the opportunity to rebuild relationships
- **Understanding the Past** – strengthen preventative approaches and staff response
- **Planning for the Future** - strengthen preventative approaches and staff response and update risk assessments and pupil profiles with most relevant knowledge of pupil

The process of Therapeutic Rapport will be offered to all pupils after an RI incident at a time appropriate for all involved.

For staff involved, a process of guided debrief will be followed utilising elements of the CPI COPING Model which will allow for reflection and understanding of the situation to looked at and future plans to be put in place for all involved.

Positive Behaviour Support Lead or SLT should ensure that staff receive a debrief after any RPI incident. This will normally take place at the end (or start) of every school day. However, staff can ask for confidential briefing as and when requested.

## Consequences to risk behaviours and to serious risk behaviours

### Consequences to on-site risk behaviours

Consequences may be applied where a pupil has displaying risk behaviours on the school site. This means risk behaviour when the pupil is:

- At arrival and departure time to school
- Taking part in any school learning activity indoors or outdoors
- At lunchtimes, break times, and any other leisure times

Consequences may also be applied where a pupil has displayed risk behaviours on-site, at any time, whether or not the conditions above apply, if the behaviours:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, a member of staff, a member of the public or themselves
- Causes injury to other pupils, staff, a member of the public or themselves
- Causes damage to property, including aspects of Health & Safety
- Could adversely affect the reputation of the school
- Suspected criminal behaviour
- If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the Headteacher, a member of SLT or the Positive Behaviour Support Lead will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### Possible consequences to be applied to on-site risk behaviours

If a pupil displays behaviours such as specified above, consequences may include:

- The pupil having a break from attending an on-site learning activity. This is not a punishment but rather a direct consequence of the pupil not showing readiness to **safely** take part in the activity. As an integral part of the consequence, staff will conduct restorative conversations with the pupil with the aim to offered reflection, support and setting of expectations and timescales for the activity to be introduced.
- Where there are specific factors related to sensory processing which might include how a pupil manages a specific learning environment, these can be reviewed as part of restorative conversations with the pupil with the aim to offer reflection, support and setting of expectations and timescales for the activity to be introduced.
- Where there are specific factors related to group dynamics which might include how pupils interact with each other, these can be reviewed as part of restorative conversations with the pupil with the aim to offer reflection, support and setting of expectations and timescales for the activity to be introduced.
- Other possible consequences can be applied to specific situations.



## Consequences to off-site risk behaviours

Consequences may be applied where a pupil has displaying risk behaviours off-site when representing the school. This means risk behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has displayed risk behaviours off-site, at any time, whether or not the conditions above apply, if the behaviours:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, a member of staff, a member of the public or themselves
- Causes injury to other pupils, staff, a member of the public or themselves
- Could adversely affect the reputation of the school
- Suspected criminal behaviour
- If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the Headteacher, a member of SLT or the Positive Behaviour Support Lead will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## Possible consequences to be applied to off-site risk behaviours

If a pupil displays behaviours such as specified above, consequences may include:

- The pupil having a break from attending an off-site learning activity. This is not a punishment but rather a direct consequence of the pupil not showing readiness to **safely** take part in the activity. As an integral part of the consequence, staff will conduct restorative conversations with the pupil with the aim to offered reflection, support and setting of expectations and timescales for the activity to be introduced.
- Where there are specific factors related to sensory processing which might include how a pupil responds to travelling arrangements, these can be reviewed as part of restorative conversations with the pupil with the aim to offer reflection, support and setting of expectations and timescales for the activity to be introduced.
- Where there are specific factors related to group dynamics which might include how pupils interact with each other, these can be reviewed as part of restorative conversations with the pupil with the aim to offer reflection, support and setting of expectations and timescales for the activity to be introduced.
- Other possible consequences can be applied to specific situations.

## **Serious consequences to serious risk behaviours**

The school does not predict having to take the 'serious consequences' procedure unless on rare situations. However, it is important to make explicit what are the procedures in place in the event of this being necessary.

Consequences may be applied where a pupil has displaying serious risk behaviours on-site or off-site when representing the school.

Consequences may be applied where a pupil has displayed high risk behaviours on-site and off-site, at any time if the behaviours:

- Could have serious repercussions for the orderly running of the school
- Could pose a risk to the efficient provision of education, safety and wellbeing of other pupils in the school
- Poses a serious threat to another pupil, a member of staff, a member of the public or themselves
- Causes serious injury to other pupils, staff, a member of the public or themselves
- Causes serious damage to property, including aspects of Health & Safety
- Could adversely affect the reputation of the school
- Suspected criminal behaviour
- If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the Headteacher, a member of SLT or the Positive Behaviour Support Lead will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **Possible serious consequences to be applied to serious risk behaviours**

If a pupil displays behaviours such as specified above, consequences may include:

- Confiscations, searches and screening as specified below
- Consideration regarding commissioning alternative provision for a period of time with the aim to reintegrate a pupil to school. This will include restorative processes with the pupil
- Consideration of engaging with external professionals to support restorative processes
- Consideration about the need to call the police to assist in a serious situation. This will include communicating with parents to make them aware of the situation
- Consideration regarding the need for suspension or exclusion as specified in the FHHS - Exclusion Policy

## Confiscations, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or a member of the safeguarding team who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If they still refuse to co-operate, the member of staff will contact the Headteacher, a member of SLT or the Positive Behaviour Support Lead, to try and determine why the pupil is refusing to comply.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk
- The search must be recorded and documented on BehaviourWatch

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider next steps of support provided.

## Links with other policies

This behaviour policy is linked to the following policies:

- FHHS - Exclusions policy
- FHHS - Child Protection and Safeguarding Policy
- FHHS - Mobile Phone Policy
- FHHS - Anti-Bullying Policy
- FHHS – Drugs and Alcohol Policy
- FHHS Child on Child Abuse Policy

## Appendix 1 – Pupil Risk Assessment

### Risk Assessment Guidelines

The following description of levels of risk help to identify the genuine rather than the perceived risk.

Likelihood of risk occurring	Levels of severity of risk
<ol style="list-style-type: none"> <li><b>Unlikely</b> - There is evidence of historical risk but the behaviour has been dormant for over 12 months and no identified triggers remain</li> <li><b>Possible</b> – Although the behaviour has occurred within the last 12 months, the context has changed to make a recurrence unlikely</li> <li><b>Likely</b> – Existing evidence leads staff to believe that the behaviour is more likely than not to occur</li> <li><b>Highly Likely</b> - Existing evidence leads staff to conclude that the behaviour is persistent and constant with identified triggers.</li> </ol>	<ol style="list-style-type: none"> <li>Result could be upset or disruption</li> <li>Result could be harmful requiring first aid, distress or minor damage</li> <li>Result could be hospitalisation, significant distress, and extensive damage.</li> <li>Result could be loss of life or permanent disability, emotional trauma requiring counselling or Critical property damage.</li> </ol>

### Calculating Levels of Risk

- The level of risk is calculated by multiplying the score for likelihood by the score for severity
- For example, if likelihood is has a score of 2 (possible) and severity has a score of 3 (result could be hospitalisation, significant distress, and extensive damage), the score for the level of risk is 6

### Definition for Levels of Risk

<b>Score of 1 to 4</b>	<ul style="list-style-type: none"> <li>A low hazard that was highly likely (behaviour normal for the young persons' age and maturity)</li> <li>Something with low level harm and disruption and highly unlikely (a hazard for which controlling the variables would be to the detriment of the pupil's on a day to day basis)</li> </ul>
<b>Score of 5 to 6</b>	<ul style="list-style-type: none"> <li>A hazard likely to occur which could result in low to medium level harm, distress or damage (a risk for which a balance needs to be found between controlling the variables and the day to day rights of the pupil)</li> <li>An unlikely hazard that could result in injury, distress or damage (a risk for which a balance needs to be found between controlling the variables and the day to day rights of the pupil)</li> </ul>
<b>Score of 7 to 13</b>	<ul style="list-style-type: none"> <li>A hazard likely to occur which could result in potential high level harm, distress or damage (a risk for which a balance needs to be found between controlling the variables and the day to day rights of the pupil)</li> <li>An likely hazard that could result in serious injury, distress or damage (a risk for which a balance needs to be found between controlling the variables and the day to day rights of the pupil)</li> </ul>
<b>Score of 14 to 16</b>	<ul style="list-style-type: none"> <li>A highly likely risk that could result in loss of life, permanent disability, emotional trauma or Critical property damage (a risk for which the control of the variables may need to be prioritised over the day to day rights of the pupil)</li> <li><b>Should result in a risk reduction plan completed by the risk assessor</b></li> </ul>

## Level of Need Risk Assessment

Outside Agencies – EHCP specificity – Therapy Provision	Y/N	Updated Information
<b>Social Services</b> At what Level/Provision/ Reason?		
<b>CAHMS</b> At what Level/Provision/ Reason?		
<b>Occupational Therapy</b> At what Level/Provision/ Reason?		
<b>SaLT</b> At what Level/Provision/ Reason?		
<b>Play Therapy/Creative Arts Therapy</b> At what Level/Provision/ Reason?		
<b>ELSA</b> At what Level/Provision/ Reason?		
<b>Child in Need</b>		
<b>Child Looked after (LAC)</b>		
<b>Previously Child Looked after (PLAC)</b>		
<b>Other:</b> At what Level/Provision/ Reason?		

## Behaviour Risk Assessment

Description of Risk/ Behaviour	Y/N	Likelihood A	Severity B	A x B	Strategy to mitigate risk

Risk Assessment complete by	Date
Review of Risk Assessment planned for Note this Risk Assessment may be reviewed earlier if levels of risk change	Date



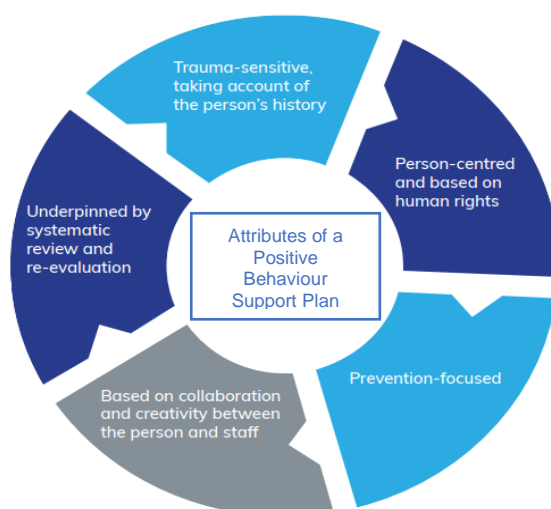
# Rationale

The Positive Behaviour Support Plan is an individualised plan that the pupil develops (with the help from staff if necessary) to ensure that potential crisis events are avoided. This should be written in an easy-to-understand language so that all staff can implement the plan and provide the person with the necessary person-centred, trauma-sensitive care and support.

The plan's focus is to understand and document-

- The Primary Preventive Intervention- their strengths, gifts, and abilities, what is important for me, what doesn't work for me and what good support is to me.
- The Precipitating factors- my internal and external triggers that are likely to lead to crisis- so that such crisis events can be minimised and restrictive interventions avoided
- The Secondary Preventive Intervention- what helps me to manage and de-escalates my risk behaviour in a crisis
- The risk behaviour- my risk behaviours displayed in a crisis that are likely to cause harm to self or others

Each pupil should have their own Positive Behaviour Support Plan even if their behaviour is unlikely to escalate to crisis, since the plan helps staff to think about personalising the care and support, they offer. The plan helps staff to avoid common conflicts and triggers that often underpin crisis events. It also enables staff to identify escalating behaviour. When staff recognise this behaviour, they can determine the appropriate person-centred interventions so that restrictive practices can be avoided. When crisis events cannot be avoided, the Positive Behaviour Support Plan ensures that staff continue to maintain a trauma-sensitive approach. Any agreed and necessary restrictive interventions continue to take account of the person's immediate needs and wishes to ensure that harm is minimised and to maintain the individual's Care, Welfare, Safety, and Security. The plan should be a 'live' document that is regularly revisited to ensure that staff understand how to provide good support to the person. The plan must always be reviewed after a crisis event has occurred so that further approaches can be implemented to prevent similar crisis events from happening again.



## Primary Preventive Interventions

(Getting the right fit between my needs and my support)

What strengths, gifts, and qualities do I bring? (Getting to know me)

What is important to me? What works for me? (What matters most to me right now, and in the immediate

future: What makes for a good day; what keeps me safe and well; what keeps me active, engaged, and stimulated)

What doesn't work for me? (What makes for a bad day; what do I find unpleasant or distressing; what do I prefer to avoid)

What does good care and support look like for me? (Identify the 'best fit' in terms of the care and support I need to minimise the impact of Precipitating Factors; consider any previous traumatic events, so that the support provided is trauma-sensitive)

## Precipitating Factors/Triggers/Background Factors

(Internal and external factors which trigger or accelerate my risk or crisis behaviour)

### My Precipitating Factors/Triggers

(My flash points, triggers, and common conflicts that cause my behaviour to escalate)

## Secondary Preventive Interventions

(What helps me to manage my triggers; what decelerates and de-escalates my risk or crisis behaviour)

**Anxiety Level-** low level of risk behaviours being displayed (e.g- work avoidance, increase in movement, removal from situation)  
(My known observable behaviours)

**Supportive Approaches-** how you communicate and de-escalate the situation (verbal, paraverbal, non-verbal)  
(My calming and support strategies)

**Defensive Level-** verbal escalation continuum model (release, refusal, questioning, intimidation, tension reduction)  
(My known observable behaviours)

**Directive Approaches-** use of limit setting (interrupt and redirect, when/then, if/then, and fail-safe choice)  
(My calming and support strategies)

## Risk or Crisis Behaviour

## (Crisis behaviour which is likely to cause harm to self or other)

**Risk Behaviour Level-** Maximise safety and minimise harm. Use of coordinated and collaborative approaches (keep yourself safe, keep individual safe and keep others safe)

My risk behaviours are:

My preferred strategies to minimise harm are:

The level of risk to myself and/or others is:

Any necessary restrictive interventions staff may need to use include:

To minimise trauma and distress when using restrictive interventions, staff should:

## Post-Crisis Support

(My preferred way of managing my emotions after a crisis event)

### Tension Reduction

After a crisis event, I prefer to:

### Therapeutic Rapport

Support from staff should include:

--	--

## My Positive Behaviour Support Plan

**Name**

**Date completed**

**Signature**

**Name of staff helping me to develop my plan**

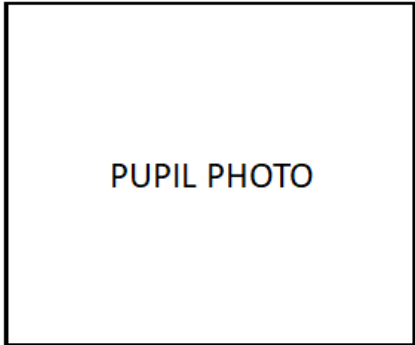
**Date completed**

**Signature**

**Appendix 3 – Pupil Profile- All About Me**



Pupil name



Name of pupil

Class — year — Age

Important health information

Things that are important to me

Things that I find hard

Its helpful to know

## My regulation ladder

What I'm doing		What I need
	Red	
	Yellow	
	Green	
	Blue	
	Purple	