Behaviour and Physical Intervention Policy

This policy should be read in conjunction with:

- GDF Exclusion Policy
- GDF Safeguarding & Child Protection policy

Policy Statement

For the purpose of this policy Graduately Developing Futures (GDF) defines challenging behaviour as:

- *when it is of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the child or young person or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion.*

Policy Scope

This policy is applicable to all GDF staff and representatives who support children and young people who display behaviour which challenges. Staff use of this policy will be supported through training, assessment of competency and supervision.

Shared Values and Beliefs About Behaviour

We believe the management of student's behaviour and mood should reflect the values of the organisation. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of learning. We choose the approach and procedures which enhance the quality of the adult-child and child-child relationships. We are aware that all discipline involves values and we continually strive to find better ways of helping our young people to learn more satisfying ways of behaving.

We value:

- the right to feel happy and enjoy our time at school;
- the right to have fun and enjoy each other's company;
- the right to feel safe and be safe in our body and feelings;
- the right to learn to the best of our ability;
- the right to be respected and treated with dignity at all times;
- justice and a sense of fairness;
- the right to reflect and debrief after incidents, sharing feelings in regard to how incidents are managed by staff;
- the right to make reparation;
- equality of opportunity and accessibility for everyone.

©2021 GDF
Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL
Company no: 07150627

We believe that:

- students who feel safe and valued, tend to respond in a more positive and appropriate way;
- when students are treated consistently, they are able to distinguish between desirable and undesirable behaviour;
- a positive ethos in the classroom is essential to enhance self-esteem and lead to quality learning;
- good discipline can be clear and firm, yet supportive;
- we learn far better when we are happy and engaged.

We aim:

- to create a calm, caring, atmosphere of belonging in the school that promotes positivity and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security and safety;
- to promote and encourage the continual development of all staff working with students with social, emotional and mental health difficulties;
- to promote in all students the ability to take responsibility for their actions;
- to create a climate of mutual respect between all students, staff and visitors and a proper concern and respect for the school environment;
- to provide students with strategies to help manage and control their own behaviour;
- to create an environment that is safe, physically and emotionally, for everyone in the school;
- to develop a partnership with parents which maintains an open dialogue between school and home;
- to facilitate an environment of infectious positivity and happiness.

Procedures

GDF's Behaviour Management procedure deals with all areas of the students' intrinsic development, alongside the school's positive handling (TEAM TEACH) and safeguarding policies.

- Children and young people can display behaviour which challenges.
- Behaviour which challenges can harm the children and young people and others.
- Effective behaviour support aims to understand the individual's communication and how they like to be interacted with. It is essential that staff understand and reflect on their own behaviour and know what their own triggers are, as well as their children and young people and develop strategies to minimise and reduce the impact that their behaviour has on the individuals' life.

See **Appendix A (Behaviour Management Procedures)** for information on GDF categories of behaviour and their management:

©2021 GDF

Before Joining the School/Transition

The nominated staff member should seek information on existing or historic behaviour which challenges. Information is to be gained through the most appropriate sources dependent on the level of potential risk that the behaviour may pose. Source examples include:

- Child and young person discussion/observation/direct work
- Discussion/information sharing with previous school or service provider
- Discussion/information sharing with the child or young person's family or other support (with their consent)
- Review of records other relevant documentation
- Discussion/ advice from specialist staff such as psychologists, behaviour analysts, as is appropriate to each child or young person.

All incoming students must have a risk assessment undertaken and if required, a Personal Behaviour Support Plan (PBSP) created. If a behaviour or the likelihood of the occurrence of a behaviour is identified, this should be assessed and added to the aforementioned documentation.

Existing Students

If an existing student displays behaviour which challenges, this should be risk assessed and their personal risk assessment and Personal Behaviour Support Plan amended and updated and re-disseminated to relevant staff.

Behaviour Management in Practice

Students thrive on praise and this must be commonplace throughout the school, staff are to promote positivity and reward pupils for improvements in positive behaviours and engagement by using a current reward incentive, using the set criteria displayed to promote positivity and achievement. If students disengage in learning, correct the 'issue observed' and ensure the student has clarity, so relationships are built and very clear, firm but fair boundaries are formed. Engage in 'purposeful' conversations so the students are aware that all principles are focussed on positive engagement. To enable positive learning staff should:

- stimulate the students interest from the start of the session
- use appropriate learning styles and activities to promote active learning
- set learning targets that are realistic and achievable
- ensure students receive appropriate support to achieve these targets

Staff must not:

- use sarcasm
- personalise the behaviour
- make threats or promises that cannot be met
- over react
- be inconsistent and unfair.

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL
Company no: 07150627

Promoting Positive Behaviour

It is very important for staff to intervene quickly when anxiety increases and negative behaviour starts. If the behaviour can be quickly diffused, the lesson or activity may be able to continue without any other action being taken. Staff should:

- stay calm: in a dispute between staff and student it is the staff member who is the adult role model and is expected to demonstrate self-control
- be fair and be prepared to justify the action taken even if the student is unable or unwilling to accept the explanation
- ignore secondary behaviour and discourage other students from involving themselves
- be assertive - call on support staff only if necessary to avoid ongoing serious disruption
- be confident to challenge the behaviour displayed so students know that all staff will challenge with consistency
- separate the student from the audience; talk quietly and privately within the learning environment or let the student know you will see them later; making this clear to the student and the rest of the class
- acknowledge the success you have achieved with individual students and promote the positive
- use the reward incentives as a tool so every student can witness the success and progress achieved be this certificates, prizes or rewards (use the current system in place). This is a celebration of positive engagement throughout the week.

Preventative Strategies

Even in the most positive and purposeful learning environment, disengagement and challenging behaviour does occur. The following strategies will equip us with the skills required to deal with many situations whilst maintaining a relationship with the student than can, if necessary, be rebuilt at a later stage:

- meet/greet and positively suggest an alternative approach
- explain the incentive/scoring system being adapted within the school and enable students visibility of their progress
- focus on positive engagement and praise
- be conscious of physical proximity
- connect with students so they can relate
- power of choice but consequence will happen if they do not make right choice
- diversion - agree and refocus if student is struggling
- bring the curriculum to life – work and learning is done when it's fun
- name/eye contact/pause/body language/thank you/move on
- confidence is crucial - students can 'smell' fear, eye contact/own the class/walk around/clear voice and smile
- positioning is key - "what are the students doing"?
- don't turn your back on the class to focus on one student
- encouraging words/gentle discipline/use support staff well

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL
Company no: 07150627

GDF will not tolerate bullying, including cyberbullying, racist behaviour or any form of harassment under any circumstances by any Stakeholder. To support this ideal we have the clear ethos that underpins the values of the school and is understood by all members of the immediate school community. However, it would be unrealistic to think that these undesirable behaviours do not occur from time to time. All colleagues have a responsibility for monitoring any evidence of such behaviour and dealing promptly with incidents. Instances of such behaviour must always be reported and referred to DSL without undue delay.

Self Injurious Behaviour (SIB)

SIB is any behaviour initiated by the individual which results in physical harm to that individual.

- Ritualistic, routine led behaviours are often connected with self injurious behaviour. Physically intervening to stop self injurious behaviour that is part of a routine is often counter productive as the young person being supported may try to complete the routine later, often when they are in a heightened state of anxiety resulting from the previous prevention.
- Whilst distracting the person can be successful, sometimes the best support strategy is to ensure that they are as safe and as comfortable as possible but make no direct intervention until the episode is over. This usually results in shorter episodes with less likelihood that the self injurious behaviour will escalate and result in more serious injury. Wherever possible such supervision without direct intervention should be agreed with relevant external parties such as parents and local authority. Although interventions will be staff led, external experts will be consulted for advice for all incidents of self injurious behaviour

Reflective Listening

We want to avoid confrontation and help students to see that talking about what has happened and understanding how other people feel can help them understand themselves and their actions. Reflective language can be used in every situation and is a tool that can be used to diffuse heightened behaviour before it escalates and requires further sanctions.

Staff should:

- be empathetic, put yourself in the students' shoes
- avoid habitual responses, for example; 'calm down'
- avoid questioning 'what did you do?' do not order students to do thing
- reflect feelings, by making reflective statements that mirror back emotions
- verbalise on students' behalf - we become their spokesperson.

Parent/carer Engagement

We value our partnership with parents/carers and encourage involvement in all aspects of school life including engagement, attendance and students' progress. We welcome parents/carers to GDF regularly and make them feel valued. We develop good communication between parents/carers

©2021 GDF

and GDF in the form of emails, phone calls, certificates and texts and provide regular feedback on attendance, engagement, achievements and progress, using a home journal.

Recording of Behaviour

Behaviour is monitored throughout the day; during learning activities and during break and meal times. Teachers record each students behaviour with the data being documented into a weekly progress tracker. This can be shared with the parents/carers and local authority. Data recording is paramount to capturing the behaviour displayed by the student to inform change through positive intervention. Analysis can only be consistent, accurate and fair when we have a full picture of every student in regard to their daily engagement in learning, be it positive or negative.

Physical Intervention

The overriding principle relating to positive handling is that the best interests of the child take precedence over every other consideration. The first line of paragraph of the Children Act 1989 in the UK stated that the welfare of the child shall be the paramount consideration. Therefore when physical intervention is considered, it is regarded as a last resort and should only be used in exceptional circumstances. We also recognise that the use of any degree of force is unlawful if the particular circumstances do not warrant such force.

It is unlawful for a member of staff to use any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain or humiliation. Physical interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the child. The decision to use a physical intervention must take account of the immediate circumstances of the situation, coupled with prior knowledge of the student and be based upon an assessment of the risks associated with the intervention. All staff need to follow set guidelines on handling students and should be trained. Physical intervention should avoid contact that might be misinterpreted as sexual and respects the cultural expectations of the individual. Physical Intervention is permitted and will only be used in order to stop students:

- causing injury to themselves
- causing injury to other pupils
- causing injury to adults
- damaging property
- having a negative impact on good order

Staff in schools can use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

©2021 GDF
Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL
Company no: 07150627

- prevent a student from attacking a member of staff or another pupil, or to stop a fight on the school grounds
- restrain a student at risk of harming themselves through physical outbursts.

Involving the Police (Child-Centred Policing Approach)

Graduately Developing Futures (GDF) follows the National Police Chiefs' Council (NPCC) *Child-Centred Policing: When to Call the Police – Guidance for Schools and Colleges*. We recognise that children's behaviour is often a communication of unmet need and that the criminal justice system should not be used as a substitute for effective behaviour management or safeguarding practice. The school will normally manage behaviour internally through its behaviour, safeguarding and pastoral systems. However, the police may be contacted where there is an immediate risk of serious harm to the child or others, where a serious criminal offence is suspected, where a crime has been committed and school-based responses are insufficient, or where police involvement is necessary to safeguard a child or the wider community. Any decision to involve the police will be proportionate, child-centred, and based on an assessment of risk, vulnerability, age, additional needs and context. Wherever possible, such decisions will be made in consultation with senior leaders and the Designated Safeguarding Lead, and parents/carers will be informed unless doing so would place a child at further risk.

Reporting and Monitoring

If a Physical Intervention takes place it is the staff members' responsibility to:

- complete a written report within 24 hours along giving a full account, dated and signed
- Offer the student the ability to comment in a debrief (this will be logged on a written report); if they refuse, a written statement to that affect is documented
- Make contact/Ring the parent/carer of the student prior to them arriving home that evening
- The reports will be scrutinised by the Principal and DSL
- A meeting will take place between the student and the member(s) of staff involved about why the intervention was needed and possible strategies moving forward, if appropriate
- Risk assessment will need to be revisited depending on the severity of the incident
- Breaches may result in referrals being made to external agencies such as the LADO and / or Social Care.
- GDF's Safeguarding and Child Protection Policy, September 2026 provides further information in relation to these points

Searching

Power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- fireworks
- pornographic images

©2021 GDF
Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL
Company no: 07150627

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Summary

All staff receive clear guidance and regular training so that they are more likely to be both confident and competent at supporting the young people we care for. Confident staff can reassure people who are anxious, offer boundaries and choices when people challenge, with safe and effective physical intervention strategies as a last resort. We can also help people to learn how to better manage their own feelings and therefore their behaviour by providing opportunities for support, reflection and repair. GDF is a safe setting, without fear. It is a place where staff members go to work, not expecting to be hurt.

GDF is a place where young people and adults know they will be positively cared for. It is a place of safety and security, providing for some a contrast with the chaos, confusion and instability they may have experienced elsewhere. How our staff respond to our students, as opposed to the behaviour, can build the bridges which lead to positive change.

Review

This policy will be reviewed on an annual basis as a minimum. Next review date 01.09.2027

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL
Company no: 07150627

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL
Company no: 07150627

APPENDIX A: BEHAVIOUR MANAGEMENT PROCEDURES

GDF is a Team Teach School and we pro-actively use de- escalation techniques outlined in each individuals' behaviour plans.

All anti social behaviours will be recorded on My Concern.

Behaviour management procedures are followed if a child is regulated enough for the displayed behaviour to be a conscious decision.

Derogatory verbal behaviours	Difficult Behaviour	Dangerous behaviour
eg: unkind words, name calling, swearing, threats to harm, verbal aggression towards others.	Refusing to follow instruction or make a safe choice. Refusing to do the work set or an adult lead task. Leaving the classroom/building Intentionally disrupting the behaviour of others Threats to kill	Slapping and pushing. Throwing items with intent to damage or harm. Hitting, kicking and spitting. Stabbing and biting.
• Adults will challenge by remining the child of the school values and asking if they feel they are displaying the expected behaviours. • Adult will challenge using the script "No thank you, we don't use unkind words. • Adult will remind the child that somethings are inside thoughts that can hurt other's feelings. This will be supported by a social story. • Children will be reminded that continue to persistently say things to others that they know will cause a negative reaction this could be perceived as bullying and they will receive education regarding this. If this behaviour continues then the anti bullying consequences may be applied. • Child will be isolated from the other child or children. For repeated incidents an internal exclusion or fixed term exclusion may apply, following a meeting with the SLT. • Sexual, homophobic, racial or other bullying (including cyber-bullying), or threatening	• We will use the proactive de-escalation approaches of Team Teach such as: visuals, distraction, change of face, change of environment and time and space. • If a child refuses a task where a reasonable demand is placed on them, that time will be deducted from the Friday well-being session. They will be expected to catch up during this session. • If a child leaves the learning environment they will be monitored at a safe distance. Staff will use radios to communicate and ensure minimal disruption to the other learners. • If the child is disrupting the learning of others on purpose, they will be encouraged to move to another area to continue their learning there. If they refuse the other students will relocate to continue their learning. • The child will be reminded that if they leave the farm their parents and the police will be called. • For persistent refusal or other such difficult behaviours, a fixed	• We will use the proactive de-escalation approaches of Team Teach such as: visuals, distraction, change of face, change of environment and time and space. Physical intervention tecniques may be used if required, to ensure everyone's safety. • We will follow child's behaviour plan. • Parents will be informed. • Slapping and pushing child will not return to the group until fully regulated. Student will be debriefed using the most suitable method for the child. When the child ready and an opportunity given to repair and fix the harm that has been caused. • Throwing items with the intent to damage or harm child will be isolated until regulated. If the intent was to harm another pupil, they will be kept apart for the remainder of the day. Parents will be informed. Student will be debriefed using the most suitable method for the child. When the child ready and an opportunity given to repair and fix the harm that has been caused.

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL
Company no: 07150627

language including swearing will be reported immediately to the DSL. Parents/carers will be informed. An internal exclusion or fixed term exclusion may apply, following a meeting with the SLT.	term exclusion may apply, or reduced hours (until such time safe to increase hours), may apply for repeated incidences.	• Hitting, kicking and spitting depending on the severity, the child will be isolated for the remainder of the day/next day. Physical interventions from staff may be used to keep the child, staff members and/or other children safe. A fixed term exclusion may apply, or reduced hours (until such time safe to increase hours), may apply for repeated incidences. • Stabbing and biting – Child will be sent home immediately. After fixed term exclusion (at the discretion of Senior Leadership) child will be taught in isolation on site until they can display safe behaviours. • We will contact the police when serious incidents occur, referred to within the 'Crime Recording by Police Officers Working in Schools' guidance. Serious incidents include acts such as: Assault with Intent to Cause Serious Harm, Possession of Weapons, Cruelty to Children or Animals and Drug Possession, amongst others.

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: Bath House, 6-8 Bath Street, Bristol, BS1 6HL
Company no: 07150627