



# Tuition, Medical and Behaviour Support Service

## Behaviour Policy

<b>Adopted:</b>	9 February 2021
<b>Reviewed:</b>	January 2022
<b>Next Review:</b>	January 2023
<b>Governing Committee:</b>	9 February 2021
<b>Responsibility:</b>	Greg Portman

## **Introduction**

In all of our centres at TMBSS we aim to create a safe, caring environment in which everyone is physically and mentally healthy, happy and ready to learn. Ultimately preparing our students to be 'world ready'.

Students attend TMBSS for a variety of reasons: illness; mental health issues; social and/or emotional difficulties; some have been permanently excluded from mainstream others could be on the verge of a permanent exclusion.

Many of our students have experienced one or more adverse childhood experiences and/or traumatic stress.

Adverse childhood experiences include all forms of abuse and/or family dysfunction, see Appendix 1. Children suffering from adverse experiences or traumatic stress have difficulty regulating their behaviour and emotions. These experiences will impact on their mental health and well-being. Being sensitive to a child's background helps staff maintain a consistent, calm approach.

At TMBSS we believe that learning can only take place when students display appropriate behaviour. Staff encourage appropriate behaviour by using a restorative and positive behaviour approach. Staff should treat each student with unconditional positive regard, compassion and understanding.

This policy should be read in conjunction with the following documents: Exclusions Policy, Mobile Phone Policy; Drugs and Alcohol; Smoke Free Policy.

## **Restorative and positive behaviour model in practice.**

All staff who work at TMBSS complete a two-day training course on Managing Actual and Potential Aggression (MAPA), this course is updated annually.

The course is designed to ensure all staff members apply a calm, consistent and positive approach to managing behaviour. This consistency means that all students know that all staff have the same high expectations of their behaviour.

Staff are taught how to recognise and respond appropriately to different levels of student behaviour and not to over-react or under-react. This is known as The Crisis Development Model – see Appendix 2.

Staff are also taught the use of scripted interventions which helps them to avoid negative interactions such as power plays and 'cul-de-sac' conversations – which can lead to limited success.

Scripted interventions consist of the staff member interrupting and clearly stating the behaviour non-judgementally e.g. *'John, I have noticed you haven't opened your book yet.'* This is followed by staff re-directing the student by using prompts and reminders e.g. *'John, remember last week you were the star of the class, let's get back to that.'* Staff then reinforce what has been said to the student by thanking them for listening, reminding them of the desired behaviour and then walking away to allow the student some take up time.

A restorative approach is used at TMBSS. This focuses on: harm done to others; problem solving; responsibility and repair, apology and change rather than focusing on: rule violations; problems; blame and punishment. The restorative approach is used so that students can recognise the impact of their actions and any harm caused and consider steps they could use to make things right. It focuses upon the repair and nurturing of relationships rather than the management of problem behaviour.

Using a restorative approach encourages students to accept responsibility for their actions, develop empathy for others and find solutions to problems.

### **Coaching and mentoring**

All students have access to coaching and mentoring sessions conducted by an appropriate member of staff. This allows students time to reflect on both positive and negative experiences and with the guidance of the coach/mentor develop strategies to build upon the positives and address the negatives.

### **Consequences for behaviours positive and negative**

Positive relationships between students and staff is at the very heart of everything we do at TMBSS. All staff should set high expectations for student behaviour and encourage this at all times. Any student who behaves in a positive manner, produces a good piece of work, tries hard in a lesson, is kind to someone else etc. should be positively rewarded. This may be as simple as a smile or a congratulatory word from the teacher. Students who have performed well under difficult circumstances or have done something exceptional could have a positive phone call home, a postcard mailed to the home, a trip to a coffee shop or other small tailored reward that the individual member of staff deems appropriate.

Positive consequences need to be fairly immediate for the students who attend TMBSS as working towards long term positive consequences or rewards does not work for the majority.

Consequences for negative behaviour include being spoken to by the member of staff who witnesses the behaviour and may be escalated to the centre manager or the appropriate member of SLT if the behaviour is deemed serious enough. These conversations are nearly always of a restorative nature highlighting the harm done by the negative behaviour and the impact it had on others at the time. If the behaviour is consistent or extreme a phone call to parents will be made and if necessary they could be invited in for an exclusion prevention meeting.

In some instances negative behaviours may lead to exclusion. These behaviours could consist of a consistent breach of school policies or physical assault on a pupil or member of staff.

### **Staff responses to students leaving site without permission**

There are many reasons why students may leave site. For some students this may be an agreed de-escalation strategy whereby the student goes to a designated area and they return to centre once calm.

However, some students may leave without permission, in these circumstances the students individual risk assessment will inform staff on how to proceed.

If there are no identified risks, staff should wait ten minutes and then inform the students parents/carers and ask whether they want police to be informed.

### **Parents**

By signing the School Registration Form during the initial placement visit, parents/carers and students are committing to a shared ethos and vision to achieve the best for young people both academically and socially. Where there are clear lines of communication, a shared interest and close co-operation success in all its guises is sure to follow.

TMBSS will involve parents/carers at all stages in their child's progress encouraging them to be equally responsive in communicating to school any concerns they may have.

### **Use of Reasonable Force.**

The Education and Inspections Act 2006 gives staff the legal right to use reasonable force in certain circumstances. (See Appendix 3).

Staff at TMBSS will implement this right in any situation where not to do so would put the safety of any individuals at risk.

### **Physical Interventions**

Whilst it is acknowledged that staff are legally within their rights to use reasonable force, staff at TMBSS are trained to adopt a gradient approach that will ensure that the level of response is appropriate to the level of behaviour presented.

**Physical interventions will only ever be used as a last resort** when someone's safety is at risk and will be implemented using a least restrictive/minimal force approach.

When physical intervention is necessary staff will use recognised intervention techniques that are designed to work with the body's natural movement so as to keep all parties safe.

TMBSS strongly believes in the benefits and use of de-escalation techniques and we acknowledge that the use of physical intervention techniques should never be used as a means of behaviour management.

Following any physical intervention the parent/carer is informed by telephone.

All physical interventions are recorded on CPOMs and in a bound and numbered log book which is reviewed by SLT termly.

### **Power to search, screening and confiscation.**

Current legislation (Education and Inspections Act 2006 and Education Act 1996) gives staff the legal provision to confiscate, retain and dispose of items from students so long as it is reasonable to do so and the power to search for prohibited items. The law protects staff from damage to and loss of any confiscated items provided staff have acted lawfully.

The power to search without consent is given for:

- Weapons/knives
- Alcohol
- Illegal drugs and legal drugs which we believe may be used inappropriately
- Stolen property
- Tobacco and smoking paraphernalia
- Fireworks
- Pornographic images
- Any article that is likely to be used to commit offence, cause injury or damage to property
- Any item banned by school rules

Consequences for the discovery of these items will depend upon the items themselves, e.g. weapons and knives must be handed over to the police. In all cases the parents will be informed.

Staff also have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order discipline in the classroom. The use of corporal punishment is illegal in all circumstances.

### **Exclusions**

Exclusion prevention meetings often precede an exclusion. These consist of a meeting between the student, parents and centre manager or member of SLT to discuss the concerns that may result in an exclusion if not altered. These meetings are solution

focused and the aim is that measures are put into place to prevent any further concerns.

Exclusions will only be considered as a last resort, when all other strategies have been unsuccessful – except in circumstances where the pupil's behaviour is so serious that exclusion is the most appropriate consequence. In all circumstances leading to exclusion the procedures laid out in the Education and Inspections Act 2006 are followed.

Following any exclusion a post exclusion meeting takes place between the student, parents and centre manager or member of SLT to discuss the issues that led to the exclusion and to find a positive way forward to minimise the risk of the incident occurring again. Post exclusion meetings are conducted in a restorative manner.

### **Behaviour outside of school**

The arrangements in this policy apply to students' behaviour not only on school premises but when travelling to and from school and when attending any other placement or venue as part of the school day, examples are:

- Work experience or vocational providers
- College placements
- Outdoor activities
- School visits
- On school transport.

### **References:**

Education Act 1996; <https://www.legislation.gov.uk/ukpga/1996/56/contents>

Education and Inspections Act 2006;

<https://www.legislation.gov.uk/ukpga/2006/40/section/89>

Instructor guide: The Management of Actual and Potential Aggression Foundation Programme for Schools; cpi Pivotal MAPA 2019

### **Appendices:**














Appendix 1: Adverse Childhood Experiences Table

Appendix 2: The Crisis Development Model

Appendix 3: The use of force

Appendix 1.

# Adverse Childhood Experiences

TYPES	IMPACT	RISKS
<p><b>ABUSE</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Physical</div> <div style="text-align: center;"> Emotional</div> <div style="text-align: center;"> Sexual</div> </div> <p><b>NEGLECT</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Physical</div> <div style="text-align: center;"> Emotional</div> </div> <p><b>FAMILY DYSFUNCTION</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; width: 30%;"> Mental Illness</div> <div style="text-align: center; width: 30%;"> Incarcerated Relative</div> <div style="text-align: center; width: 30%;"> Domestic Abuse</div> <div style="text-align: center; width: 30%;"> Substance Abuse</div> <div style="text-align: center; width: 30%;"> Divorce</div> </div>	<p>As the number of ACEs increases, so does the risk of negative behavioural and health/mental health outcomes.</p> <p>Children suffering from adverse experiences or traumatic stress have difficulty regulating behaviour and emotions. These experiences will impact on their mental health and well being. Being sensitive to a child's background helps us in our consistent, calm approaches.</p> <p><small>Adapted from: <a href="http://rwjf.org">rwjf.org</a></small></p>	<p><b>BEHAVIOUR</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Substance Abuse</div> <div style="text-align: center;"> Aggression</div> <div style="text-align: center;"> Bullying</div> <div style="text-align: center;"> Self-Harm</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> Anger</div> <div style="text-align: center;"> Sexualised Behaviour</div> <div style="text-align: center;"> Delinquency</div> <div style="text-align: center;"> Run away</div> </div> <p><b>PHYSICAL &amp; MENTAL HEALTH</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; width: 30%;"> Severe Obesity</div> <div style="text-align: center; width: 30%;"> Depression</div> <div style="text-align: center; width: 30%;"> Suicide Attempts</div> <div style="text-align: center; width: 30%;"> Physical Illness</div> <div style="text-align: center; width: 30%;"> Eating Disorders</div> <div style="text-align: center; width: 30%;"> Injuries</div> <div style="text-align: center; width: 30%;"> Anxiety Disorders</div> <div style="text-align: center; width: 30%;"> Sleeping Disorders</div> </div>

Taken from: Instructor guide: The Management of Actual and Potential Aggression Foundation Programme for Schools; cpi Pivotal MAPA 2019

## Appendix 2:

### The Crisis Development Model

Behaviour level		Staff Attitudes/Approaches	
1.	<b>Anxiety – a change in behaviour.</b> A non-directed expenditure of energy e.g pacing, finger- drumming etc.	1.	<b>Supportive – an empathic, non-judgemental approach.</b> Attempting to alleviate anxiety. Responding to meet the needs of the student.
2.	<b>Defensive – beginning to lose self – control.</b> An emotionally fuelled reaction to a trigger or stressor that could be challenging or disruptive e.g. refusal, shouting, asking challenging questions.	2.	<b>Directive – decelerating an escalating behaviour.</b> An approach to manage the potential escalation by giving clear and simple request or instruction to prompt co-operative behaviour e.g. ‘Jack, pick up the book you threw and sit on the chair.’
3.	<b>Risk behaviour – behaviour that presents an imminent or immediate risk to self or others.</b> The total loss of control, which may result in physical behaviour that presents risk to self or others. At this point, physical interventions may be considered to minimise harm. e.g. hitting, self-injury, fighting.	3.	<b>Physical Intervention – an emergency response aimed at minimising risks and keeping everyone safe.</b> A safe, non-harmful and least restrictive response to a person in crisis displaying risk behaviour posing a threat to self or others. Skills are reasonable and proportionate to the level of risk behaviour presented.
4.	<b>Tension Reduction – decrease in physical and emotional energy.</b> Decrease in physical and emotional energy that occurs after a person has escalated and begins to return to their normal level of behaviour and rationality. The student may be confused, embarrassed, fatigued or emotional. If you do not address this state it can lead back to a state of anxiety e.g. crying, apologising.	4.	<b>Therapeutic Rapport – restorative approaches to re-establish rational communication, relationships and routine.</b> Approach is mutually beneficial in order to build understanding or repair relationships e.g. restorative conversations, listen and demonstrate empathy, avoid blame, give reassurances.

Taken from: Instructor guide: The Management of Actual and Potential Aggression Foundation Programme for Schools; cpi Pivotal MAPA 2019



### **Appendix 3:**

#### **Education and Inspections Act 2006: Part 7: Chapter 1 School Discipline 9.3 Power of members of staff to use force**

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

(a) committing any offence,

(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

(2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

(3) The power conferred by subsection (1) may be exercised only where—

(a) the member of the staff and the pupil are on the premises of the school in question, or

(b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

(4) Subsection (1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.

(5) The powers conferred by subsection (1) are in addition to any powers exercisable apart from this section and are not to be construed as restricting what may lawfully be done apart from this section.

(6) In this section, “offence” includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence.

Education and Inspections Act 2006;  
<https://www.legislation.gov.uk/ukpga/2006/40/section/89>