



beatrice tate school

Policy status	Statutory
Reviewed	9th December 2024
Next review date	December 2026

Safeguarding Statement

At Beatrice Tate School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Table of Contents

Safeguarding Statement.....	1
1. Principles.....	3
<i>The five outcomes of behaviour</i>	3
2. Supporting Positive Behaviour	3
<i>Rewards</i>	3
<i>Sanctions</i>	3
<i>Positive handling</i>	4
<i>Behaviours that challenge</i>	4
<i>Behaviour Support Plans</i>	4
<i>Monitoring and Evaluation:</i>	4
<i>Physical intervention</i>	5
<i>Small Group Rooms or time-out spaces</i>	5

1. Principles

Beatrice Tate School believes that all students feel more secure and learn more successfully if clear boundaries, based on high expectations, have been set for their behaviour. This is particularly crucial when working with students with learning difficulties who need consistency and clear unambiguous messages in order to understand what is expected of them.

At Beatrice Tate School, we recognise that:

- Students are individuals and their behaviour should be respected.
- Behaviour is a form of communication and has a function.

The five outcomes of behaviour

Communication and Interaction	the behaviour is designed to communicate or fulfil the need for attention or attachment
Sensation	the behaviour itself is stimulating and enjoyable
Tangible benefit	the gaining of favoured activities or objects
Demand avoidance	the gaining of reward by the removal of a non-favoured activity or object
Social avoidance	avoiding a difficult social situation

'Supporting parents and carers: a trainer's guide to positive behaviour strategies' (BILD 2008)

2. Supporting Positive Behaviour

Rewards

At Beatrice Tate School emphasis is placed on reinforcing positive behaviour. Student's confidence and self-esteem are developed through encouragement, incentives and rewards and by providing maximum opportunities for them to experience success.

- Teachers develop their own reward systems, e.g. Let's make a deal, stickers, stars, stamps and reward charts, public display of good work or achievements.
- Students are allowed special privileges, e.g. a specified time with a favoured activity or special tasks.
- Student's good work and achievements are celebrated and communicated to parents and are presented and celebrated collectively e.g. 'Good Work' and 'Jack Petchey Achievement' assemblies.

Sanctions

Sanctions discourage inappropriate behaviour, but they do not support students to learn or develop new, more appropriate behaviours. As a result, they should only be used as a short-term strategy in the period immediately after the behavioural incident

Sanctions must:

- be clearly linked to the inappropriate behaviour;
- be appropriate to the student's level of understanding and preferred mode of communication;
- be communicated calmly with a student when they are able to engage (not straight after a confrontation);
- be agreed in advance with the staff who support and work with the student on a regular basis;
- be time limited and used to redirect the student to make more positive choices.

Sanctions must never include the removal of basic physiological needs including food, drink, warmth, shelter, excretion or rest.

When rewards or sanctions alone prove ineffective or the inappropriate behaviour is persistent or challenging, a more detailed evaluation and recording of a student's needs is completed.

Positive handling

Beatrice Tate School's behaviour policy is based on positive handling: valuing mutual respect, participation and reward. Positive handling is a holistic approach involving management of the environment, deployment of staff, changes to inter-personal behaviour and diversion, de-fusion, and de-escalation strategies. Core to this approach is the acceptance that all students are capable of learning more appropriate behaviours through a process of change. Physical intervention is only a very small part of the framework, as there may be occasions when it is necessary to interrupt a behaviour to prevent harm or injury to the student themselves or others (or damage to property) occurring.

Behaviours that challenge

Behaviours that challenge should be recognised as serving a purpose for the student and communicating a need. Behaviours that challenge include:

- physical aggression towards others, including hitting, kicking, grabbing, biting, spitting
- damage of property
- socially inappropriate behaviour
- self-injury and self-stimulation
- non-compliance

As a result of a thorough assessment of the behaviours that challenge(s), a Behaviour Support Plan is developed by the tutor with guidance from the Assistant Headteacher to support the student to engage in more positive behaviours.

Behaviour Support Plans

A Behaviour Support Plan (BSP) is initiated when:

- short term rewards or sanctions prove ineffective;
- the behaviour is of serious concern or continues to be challenging;
- the behaviour involves physical aggression or requires physical intervention (see below)

A Behaviour Support Plan aims to identify and respect the cause or function of the behaviours that challenge and provide the appropriate support to develop more socially acceptable alternatives to promote inclusion.

Once the Behaviour Support Plan has been formulated and discussed with staff, this will then be shared with parents/guardians who will sign to say they agree. This should be reviewed termly or earlier if deemed necessary. If the review results in no change, parents/guardians will not be required re-sign.

Behaviour Support plans will be discussed with parents/guardians and signed annually at the beginning of each academic year.

The introductory period of the Behaviour Support Plan is crucial and may provoke more behaviours that challenge or may not initially be seen to be effective. As a result, staff implementing and monitoring the plan should meet regularly in the introductory period to ensure consistency and review the plan if necessary.

Monitoring and Evaluation:

- The BSP will be monitored by tutors and discussed at team and /or tutor group meetings. If the BSP is not bringing about a reduction of behaviours that challenge, Tutors should check if the

programme is being implemented consistently and clarify the plan with staff implementing the plan. Issues of concern should be raised with the Assistant Headteacher or Deputy Headteacher for additional support.

- If necessary, revisions to the BSP should be discussed and agreed. A revised version of the programme written and circulated as soon as possible.
- The Behaviour Support Plan will be shared with all staff working with the student and a copy kept in the student's Behaviour & Incidents folder in the Pupil drive.
- If a reviewed BSP is unsuccessful in reducing behaviours that challenge, **over** an extended period of time, the school may need to assess and review and request additional support from other agencies, in addition whether the needs of the young person can be met in the school.

Physical intervention

The use of restrictive physical interventions should be considered within the wider context of other measures. These include establishing and maintaining good relationships with the student and using diversion, de-fusion and negotiation to respond to difficult situations. **TEAM-TEACH (v.2018) emphasises the general balance of 95% de-escalation strategies and 5% physical interventions as a guide.**

As part of developing a Behaviour Support Plan, teachers will identify what planned physical interventions could be necessary, reasonable and proportionate for an individual student in foreseeable circumstances and are risk assessed. In planned physical interventions, only those staff who are **TEAM-TEACH** trained will take the lead in any positive handling situation.

Staff should always report use of physical intervention that occurs in unforeseen or crisis situation in accordance with the **Incident Reporting Policy for Pupils and Staff** to the Assistant Headteacher, Deputy Headteacher or Headteacher who will complete an **Incident Record**. Behavioural incidents are also recorded, tracked and analysed using My Concern.

During the management of behaviour that challenges, students will be treated with respect and care. Staff must act within the principles of 'duty of care' which stems from the responsibility to be 'in loco parentis' (in the place of the parents). That is, staff must act in a way that students are kept safe and secure from injury. Any actions taken to ensure this will be judged as would the actions of 'a reasonable parent'.

The failure of staff to comply with these principles will be referred to the school disciplinary procedures.

Small Group Rooms or time-out spaces

Small group rooms may be used as a "safe space" to provide a facility for staff to support students through behavioural episodes. This enables students to enjoy a calm space whilst preserving the safety of other students and staff in the classroom. Under no circumstances will a student be alone (secluded) in a room without a member of staff being in the immediate vicinity.

The legal position in the use of rooms for the purpose of calming students is held in "Guidance for Restrictive Physical Interventions" Department of Health (2002) and "Behaviour and discipline in schools" Department for Education (2014).