

Woodside Group
Student Behaviour Policy

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1. Introduction

At Woodside Group Schools, we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected and secure. We have a commitment to equality and promote understanding, respect and tolerance of all, regardless of age, race, culture, religious beliefs, gender, sexuality or disability.
We encourage students to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe students will achieve their full potential in a happy, stimulating and ordered school environment. To promote this learning environment, staff are expected to treat students with respect, explain decisions in a way that is appropriate for the student's level of understanding and provide targeted learning opportunities to help students learn more acceptable behaviours.
We believe staff and students alike have rights and responsibilities that will allow this behaviour policy to be achieved. The management of behaviour is a whole school issue and as such is the responsibility of all staff.
We recognise that students benefit from staff modelling and guidance in acquiring and maintaining appropriate behaviours, and all school staff have a duty to model high standards of behaviour, both in their interactions with children and with each other.

As such, our school staff will always aim to:

● Create and maintain a positive, safe, secure, caring and effective learning environment with realistic expectations
● Develop a moral framework which encourages relationships based on kindness, tolerance, respect and understanding of the needs of others
● Ensure fair treatment for all regardless of age, gender, race, ability and disability ● Demonstrate that we value, recognise and appreciate the efforts and contribution of all individuals
● Encourage consistency of response to both positive (appropriate) and negative (challenging) behaviour
● Ensure that the school's expectations and strategies are widely known and understood ● Encourage the involvement of both home and school in the implementation of this policy

2. Statement of Rights & Responsibilities

At the Woodside Group, we believe that every student and member of staff has the right to work, learn and socialise in a safe environment. We must all help to make this possible by recognising our rights and responsibilities.

We have the right:

- Not to be bullied in any way
- To feel safe at school
- To an education and to be able to learn according to our ability
- To be treated with respect and without prejudice
- To have our own opinions heard
- To expect our possessions to be safe at school
- To choose our friends
- To work within a calm and purposeful atmosphere
- To be given clear and precise guidance by teachers
- To have appropriate work explained, set and assessed
- To be consulted on key decisions that may affect our progress or wellbeing
- To be treated fairly and with respect

We have the responsibility:

- Not to take part in bullying and report any bullying we see
- To behave in a reasonable manner which will not put others at risk
- Not to make fun of others or prevent anyone from learning
- To respect others in the school community
- To let others express their opinion
- Not to interfere with the possessions of others and to report any theft or mistreatment we see
- Not to force our friendship on others
- To do nothing that may disturb a calm and purposeful atmosphere
- To treat everyone else with fairness and respect

3. Key objectives

Woodside Group Schools recognise that all staff working with our students must have an understanding of the nature of autism and the consequences of autism on social behaviour. School staff understand that the behaviours of children with autism have a variety of specific functions and intentions, for example:

- to get or avoid social interaction
- to get or avoid sensory input
- to get or avoid tasks and tangibles
- to get or avoid control and predictability
- medical reasons

These functions of behaviour however can often be difficult to identify without a detailed analysis of each particular incident. A core part of our approach to behaviour management is to regularly review behavioural incidents through ‘functional assessment’ (identifying the function of a

challenging behaviour so an intervention can be put in place to reduce this behaviour and/or increase more appropriate/socially acceptable behaviours). This approach also takes into account a wide variety of elements involved in each student's life, for example; communication skills, sensory integration, positive strategies, safe environment, diet, emotional development, etc. Where necessary, individual student 'Behaviour Support Plans' are specifically designed to prevent and support those behaviours considered challenging, eg: aggressive behaviour, damaging property, bullying.

The main objectives of the school's behaviour policy are for children to develop appropriate:

- communication and interaction skills
- self-regulation strategies
- independence and functional skills
- self-awareness and awareness of others
- positive peer relationships
- an interest and participation in their school activities

4. Expectations and Objectives for Students' Behaviour

Specific rules set out across the school, we actively encourage and promote students to:

- Work well in lessons without disturbing others
- Treat other people with politeness and consideration
- Take care of all property, including school property
- Co-operate with reasonable instructions, redirections and sanctions from staff ● Deal with any difficulties or disagreements in a calm, reasonable and honest manner
- Manage their own emotions and behaviour as well as possible (self-regulate)

All students are encouraged and expected to follow the basic School 'Code of Conduct ' which is clearly displayed in all teaching bases.

Inappropriate or unacceptable behaviour will be managed according to the specific needs of students. The school will actively discourage the following:

- Violence and aggression towards another person and self
- Any form of child-on-child abuse (including but not limited to: bullying, physical assaults, sexual violence/harassment, sexting, etc)
- Sexual/racial harassment or abuse
- Any language or behaviour, which is meant to embarrass, harass, or upset other people
- Swearing at people or public swearing
- Stealing, misuse or deliberately damaging someone else's property ● Preventing others from working and participating in activities
- Rudeness to any other person
- Possession of a prohibited/banned item

● Telling lies
● Deliberate refusal to co-operate with reasonable requests from staff

5. Strategies for Helping Students to Reach These Objectives

A wide range of supportive approaches and strategies are used across the school to enable students to successfully self-motivate and meet the school's behavioural expectations and objectives. Such examples include:

Staff interaction with students:

● Consistently emphasising the importance of the expected/appropriate behaviours, in word and through example
● A general manner among staff of confident, calm assertiveness, based on a clear awareness of what standards of behaviour to expect and what action to take to promote it
● Clear, consistent rules for behaviour in all situations such that students know exactly what is expected of them
● An emphasis on changing behaviour through recognising and rewarding good behaviour rather than focusing on bad behaviour
● Agreed or planned rewards/encouragements for both work and behaviour such that all students know that their efforts and achievements are recognised and appreciated
● Fair warnings and predictable consequences for wrong behaviour, using the minimum levels of sanction likely to be effective
● A style of staff response to poor behaviour that contains and deals with it in a supportive manner

Curriculum and learning:

● Giving the students an understanding of their behaviour through discussion so that they can begin to have control over it, particularly through RPD (Restorative and Progressive Deconstruction) discussions
● Teaching necessary interpersonal/social/communication skills
● Including students in planning their programmes, discussing the best ways to make progress and reviewing that progress
● Providing educational opportunities that promote a sense of real achievement ● Using the best principles of teaching and classroom management to maximise learning and minimise distractions

The environment:

● Ensuring a safe community where no student is unduly pressured by either adults or other students
● School bases/classrooms are tailored to meet the collective/individual needs of students, with a particular focus on meeting students' sensory integration needs

Communication with parents and other significant parties:

● Demonstrating improvements, however small, and relaying that information to significant people
● Involving parents and carers in support and decision making

6. Managing Behaviour

A supportive but assertive attitude:
Staff are trained in planning for and managing any eventuality, which allows them to be supportive and assertive rather than passive or hostile.

The following arrangements operate as consistently as possible:

Clear directions:

Staff will provide specific directions for both work and behaviour so that students know exactly what to do. They teach these directions very clearly, explaining why they are needed, checking that the students understand and reminding the students of them as often as necessary
Positive recognition:
When staff have given a direction they immediately look for students following it and show that they have noticed, saying the students' names and what they are doing right, keeping students doing what they should be doing.

Staff keep students doing this by:

● Praising them appropriately, being specific about what they are doing right ● Where appropriate, circulating around the group rather than staying in one place or with one person

Dealing with "off-task" behaviour:

Staff may deal differently with students who are off-task (not doing what they should be doing) depending on whether they are being disruptive and/or aggressive, and will use a range of strategies/responses dependent on the level of behaviour displayed. As far as possible, staff are expected to 'prevent and predict' undesirable behaviours before they escalate as opposed to 'react and respond'.

Examples may include:

● Reading student's body language
● Diversion and distraction such as use of humour or change of activity
● Offering a short break or 'time away'
● Offering support/reassurance
● Giving clear choices and reminders of rules/reward systems etc

TRADE – An Approach to Dealing with Negative Behaviours

The following methodology may not always work in a linear fashion, instead staff must use their judgement to choose the appropriate stage and work through accordingly:

T - Tell	Tell the young person, clearly and firmly, to stop the behaviour, using warning of sanctions, as appropriate. Use simple language to cut through the young person's state of mind. (Please note, this is not an ask as that implies choice. Staff member is to assert authority in this phase.)
R - Remove	Remove: ● Any weapon, or object that the young person is using to cause damage. ● Any audience from the environment. ● The young person from the environment.
A - Ask	Ask the young person, in a calm, emotionless voice, questions regarding their frame of mind: ● How are you feeling today? ● What's upsetting you/What's on your mind? ● Have you eaten this morning? etc The aim of this section is to take the sting out of the situation and calm the young person. The young person, in this section, should feel reassured that the staff member is in control of the situation, which should allow the young person's anxiety levels to ease. Use contingent touch, if appropriate. Do not ask specifics about the behaviour during this section.
D - Deconstruct	Explain to the young person that you need to know more about the behaviours that they have displayed. Use Restorative and Progressive Deconstruction to work through behaviours. (See RPD document.)
E - Evaluate	Summarise the behaviours, explaining what the sanction will be, if appropriate. Avoid judgemental language,

	instead making it matter of fact, due to actions of young person. Create a clear plan with the young person to get them back into their timetabled sessions.

NB: Whilst consistency in behaviour management techniques is encouraged, staff may use individualized approaches/techniques/strategies for different students depending on what is likely to achieve the most desirable outcome for the student and the school.

Handling challenging situations:

Staff should stay calm and not get drawn into arguing. They should tell the student that they realise how they feel and repeat the direction. If the student still does not co-operate they should give a warning and if this has no effect they begin the agreed consequences (see Section 5.2). Staff should always let the student know that they are listening and that they will look into any problems later, but should continually be encouraging the student to co-operate. If students continue to be challenging and present a risk of harm to themselves or others, or if there is a risk of serious damage to property, some form of physical involvement may become necessary. This is always a serious matter and physical intervention will be used only as a last resort.

Training in appropriate Behaviour Management is provided to all staff via an accredited 'Team Teach' course (see Section 8.2)

7. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to early help
Refer to children's social care
Report to the police

Please refer to our **Safeguarding & Child Protection Policy** for more information.

8. Protocols and procedures following significant behaviours

Following a significant incident (Level 3), a BIG form (Behavioural Investigation for Growth) is actioned. Information will be gathered from all parties involved in the incident including students, staff and any witnesses. The purpose is to create a meaningful action plan in order to manage student behaviour and create a positive pathway forward. Parental involvement is considered essential and will be sought at the appropriate times.

The senior leadership team will monitor the frequency of BIG forms generated by an individual student's behaviour, and where appropriate, a decision will be made regarding the suitability of placement. As such, a review of placement may be sought in conjunction with the local authority.

9. The Use of Rewards and Sanctions

9.1 Rewards

Our reward systems are based on the following principles:

● Rewards should be based as much as possible on the recognition of achievement and the sense of pride it brings rather than simply on material rewards
● The levels of recognition should be arranged such that there is always some reward opportunity within sight and a next level to aim at
● Rewards should be evidently fair between different students, giving equality of opportunity to gain rewards
● Recognition and praise of achievements and efforts should be communicated to all key stakeholders where appropriate, including: students, parents/carers, staff, LA professionals etc

Main reward system used in school:

Award of 'Awesome Points':
Students can earn up to 3 Awesome Points per session (1 for 'behaviour', 1 for 'performance/success' and 1 for anything else worthy of recognition, eg; helping staff carry things, giving encouragement to other students etc).

1 Awesome Point = 10p
5 Awesome Points = 50p = 1 Token

Tokens will be accumulated and can be used to make 'school-approved' purchases via the

‘Amazon’ website on a half-termly basis. In addition to earning Awesome Points via normal lessons, ‘Bonus Tokens’ can be earned at any time by students who demonstrate any of our school’s ‘Core Values’ as follows:

A = Above & Beyond
U = Understanding Autism
T = Taking Ownership
I = Initiative
S = Stickability
M = Making Memories

In the longer term, if a student earns the appropriate tokens to spell ‘AUTISM’ (and thus has demonstrated all of our core values), a special bonus reward as agreed by the Headteacher will be awarded.

To further promote their self-esteem and record success, each student is also provided with their own individual ‘Awesome Folder’, in which staff recognise and record positive behaviours and efforts (both inside and outside of school) such as:

- Demonstrating any of the school’s core values
- Compliments/recognition from other students/staff/members of public/visitors etc
- Being helpful to others
- Showing kindness to others
- Trying really hard to achieve something
- Achieving formal awards/badges/credits/accreditations/qualifications etc
- Overcoming a difficulty/fear etc
- Producing a good piece of work

At the end of each term, the Headteacher will provide recognition of student efforts based on the Awesome Folders, and a termly certificate/agreed reward will be awarded.

9.2 Sanctions (including the use of exclusions)

Sanctions serve a variety of purposes in the overall management of behaviour. They assert our right and authority to control and manage and help children understand that the School has the right to take fair action against those who seriously threaten or disrupt the School environment. They also underline our particular disapproval of certain behaviours.

However, although a sanction may stop a behaviour temporarily, there is no strong evidence that sanctions are sufficient in themselves to produce lasting good behaviour. Behaviour improves largely through the development and rewarding of desirable behaviour rather than through the suppression and sanctioning of undesirable behaviour. Our sanctions policy therefore aims to deal with any poor behaviour that does occur in a way that halts it immediately and effectively but then

moves back on to positive support and relationships as soon as possible.

Where possible, behaviour should be corrected without sanctions, by the student:

- Talking the incident through with staff and acknowledging their actions
- Carrying out the necessary action correctly and then being commended for doing so
- Taking restorative steps where necessary

However, if these actions are impractical, or if the seriousness of the behaviour has to be emphasised, then sanctions may be applied.

In giving sanctions staff should:

- Where possible, inform the student of the sanction as soon as possible
- Make sure the student knows why the sanction has been given
- Be confident that the student would reasonably have known the rules and likely consequences of their behaviour
- Make sure that, where possible, the student had warnings and support to make better choices
- Use the minimum level of sanction needed to have the desired effect
- Be fair in applying the sanction to different students
- Apply the sanction as soon as possible after the wrongdoing
- Deliver it in a firm but supportive way, helping the student to deal with their feelings and save face where possible
- Not get into arguments - simply restate the rule and the reason for the sanction ● Help the student take action to put matters right e.g. through apology rather than simply accepting the punishment
- Look for ways of returning to positive relationships as soon as possible and defusing any grudges the student may feel
- Communicate details of the sanction imposed to senior and other relevant staff as soon as possible

Main sanction system used in school (can be applied by any staff member): ‘Debit’ of Tokens: When an incident of poor behaviour occurs, staff will determine (based on severity and impact) whether it is a ‘Level 1, Level 2 or Level 3 behaviour’. Accordingly, students will be debited Awesome Points Tokens dependent on the level of behaviour displayed:

- Level 1 behaviour = Debit of 1 Token
- Level 2 behaviour = Debit of 2 Tokens
- Level 3 behaviour = Debit of 3 Tokens

Should this sanction be applied, the debit will be made immediately to the student’s Awesome Points ‘balance’, and will be discussed with them at the end of the week during a weekly review session.

We will endeavour to offer the opportunity for students to ‘earn back’ tokens through the

completion of a restorative task (Level 1 & Level 2 behaviours only).
Other sanctions:

These may include:

- Loss of privileges (eg: off-site activities/access to internet)
- Brief period of 'Time Out'
- Change of activity

Sanctions should not normally be left for another member of staff to carry out without their agreement first.

Damage to property:

If a student deliberately damages any form of property which does not belong to them and has a relatively low value (less than £10.00), we will apply an appropriate token debit from the student's Awesome Points balance.

In the event that deliberate damage is caused to property (including items which are leased or rented) of a relatively high value (more than £10:00), the school will ask parents/carers for a financial contribution towards the cost of repair or replacement as follows:

Value of property damaged	Sanction applied
Less than £10.00	Token(s) debited from student's balance
£10.00 - £49.00	Minimum of £5.00 parental contribution towards cost of repair/replacement
£50.00 +	Minimum of 10% parental contribution towards cost of repair/replacement

Major sanctions:

For serious and/or sustained behavioural incidents, SLT may apply major sanctions which could include:

- Internal exclusion
- Parents/carers being contacted and potentially called into school
- Restriction to certain areas of the school/off-site premises
- Exclusion from trips out of school
- Reduced timetable via imposition of a 'Pastoral Support Plan' (this would only be considered following a sustained period of seriously challenging behaviour)
- As a last resort, fixed or permanent exclusion

In instances where a student presents a significant danger to themselves or others (e.g. If a student brings a knife into school with the intention of threatening or hurting someone) arrangements may be made to offer a temporary alternative place of education (eg; off site or remote learning), whilst a risk assessment is created, or whilst waiting for an emergency annual review to take place.

As a school, we continually strive to improve the behaviour of students who may struggle to demonstrate socially acceptable behaviour.

Where cases of extreme behaviours persist and continue to be displayed, particularly where there is an on-going risk to the physical health & safety of others, the school reserves the right to implement any of the above measures, in order to formulate a tailored support plan/adapted timetable.

Any such measures are not intended to be punitive in nature, and decisions will always be made in the best interests of the student. Whenever possible, any measures taken will be decided following consultations with parents/carers and relevant involved professionals. Senior staff may consult with Local Authority professionals which, in extreme cases, might trigger a review of placement.

Sanctions must not include:

- Any form of physical chastisement including the unnecessary/excessive use of force
- Withdrawal of opportunity to eat/drink at mealtimes
- Humiliation in front of others

Similarly staff should not threaten a child with the above sanctions or make them think that they are possible.

All major sanctions are recorded via a BIG form (Behavioural Investigation for Growth).

Exclusions

At the Woodside Group, we do not believe that either fixed-term or permanent exclusions in themselves serve the best interests of our learners, and as such, these measures are only ever used as a very last resort, once all other avenues have been exhausted, and in the event that not implementing an exclusion would present an unreasonable level of risk of harm to the student themselves, or others.

Protocols and procedures following significant behaviours

Following a significant behavioural incident (Level 3), a BIG form (Behavioural Investigation for Growth) is actioned. Information will be gathered from all parties involved in the incident including

students, staff and any witnesses. The purpose is to create a meaningful action plan in order to manage student behaviour and create a positive pathway forward. Parental involvement is considered essential and will be sought at the appropriate times.

The senior leadership team will monitor the frequency of BIG forms generated by an individual student's behaviour, and where appropriate, a decision will be made regarding the suitability of placement. As such, a review of placement may be sought in conjunction with the local authority.

Removal from the Admissions Register

Where it has been agreed with the local authority that the placement is no longer suitable, and/or in the best interests of the learner involved, the name of the learner will not be removed from the Admissions Register until the End of Placement decision has been ratified.

10. The Use of Time Away

Woodside Group Schools use the term ‘time away’ to describe the supervision of a young person away from other young people to help them manage upset feelings and prevent harm. Time away may be offered to a young person or directed by a member of staff.

Time away from other young people may only be used for the following purposes:

- To ensure the safety and wellbeing of an individual or other people
- To allow a young person time to calm down and reflect on his/her behaviour following an incident
- To prevent and/or diffuse any behaviour prejudicial to maintaining good order and a calm environment

Time away should be both reasonable and proportionate to the risks and behaviours concerned, taking into account the young person’s history in similar circumstances. It should also be remembered, however, that the school has an equal duty of care to other persons in the school and a young person should not be allowed to return to normal groups/lessons while a reasonable possibility of harm to anyone exists.

Time away may only be operated under particular conditions:

- Students must be monitored at all times while in time away
- No student must be kept on time away longer than absolutely necessary
- A member of staff must offer the student an opportunity to discuss the situation in time away at regular intervals in order to establish whether they are willing and/or able to return to their usual place of learning

The use of appropriate time away may be built into a student’s written Behaviour Support Plan (BSP), along with an appropriate risk assessment identifying the benefits and risks associated

with time away for the young person concerned. Where necessary, the school may record incidents/details of time away in order to observe trends and make helpful revisions of procedures and practice with regard to the school as a whole or for individual students.

11. Powers to search and confiscate

School staff can search a student for any item that may contravene the school's Behaviour Policy. The Headteacher and staff authorised by the Head have a statutory power to search students or their possessions, without consent, where they reasonably suspect the student has 'prohibited items'. School staff can use 'reasonable force' when conducting a search for, or confiscating a prohibited item. The prohibited items that can be searched for under this power are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Pornographic images
- Any article likely to be used to commit an offence/cause injury/damage property

School staff can also seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Items that are banned under the school rules are:

- Mobile phones, to include other portable electronic devices such as smartwatches - see 'Student Mobile Phone Policy' for further details (such items can be handed in to staff before entering main premises and collected at end of day)
- Imitation weapons
- Energy drinks (including Isotonic sports drinks)
- Fizzy drinks
- Chewing gum
- Smoking paraphernalia (including vapes/E-cigarettes etc)
- 'Fast Food Restaurant food' (eg: McDonalds, KFC etc)
- Age-inappropriategames/films/music/imagery/books/media

12. The Use of Physical Interventions

Woodside Group Schools utilizes the term 'physical intervention' to describe an incident in which reasonable physical force has to be used to control a young person's behaviour. Unless absolutely necessary, staff should only consider using a physical intervention as a last resort once all other strategies have been considered/tried.

In order to ensure that staff are able to manage young people's behaviour safely and

confidently, the School has adopted the principles and techniques of the Team-Teach approach (see Section 8.2).

12.1 The Legal Context

The use of force is associated with increased risks regarding the safety of young people and staff and inevitably affects personal freedom and choice. For these reasons, any form of physical intervention must be designed to achieve outcomes that reflect the best interests of the child and/or others affected by the behaviour. Furthermore, force should only be employed within the context of the school's wider behaviour management policy and when all appropriate de-escalation strategies have been exhausted.
All staff need to be aware that they are legally only allowed to use reasonable force under certain clearly defined circumstances and that the inappropriate use of force can result in a complaint and legal challenge against both the school and the individual worker(s). Woodside Group Schools can only support staff who act in accordance with this policy and guidelines. It is therefore essential that all staff make themselves completely aware of the following points concerning the use of physical interventions:

The law states that reasonable force may be used to prevent a child from doing any of the following:

• Committing a criminal offence, even if the child is below the age of criminal responsibility
• Causing physical harm to themselves or others
• Causing damage to property (including the child's own property)
• Engaging in any behaviour prejudicial to maintaining good order and discipline, whether that behaviour occurs in a classroom during a teaching session or elsewhere (NB: if there is no risk to persons or property, the school prefers to manage such situations by non-physical methods as far as possible).

Reasonable force may also be used to search for and confiscate weapons (or any article used as a weapon), as well as other prohibited items such as tobacco or alcohol. Staff do not require consent in order to carry out such searches and confiscation. However, where possible, we will always endeavour to involve parents in such circumstances, and agree on the most appropriate course of action (eg; parents coming into school to conduct a search/remove an item). In extreme circumstances, the school may contact the police for support if necessary.

The use of any degree of force can only be deemed reasonable if:

• It is warranted by the particular circumstances of the incident including a dynamic assessment of the relative risks associated with using a physical intervention compared with using other strategies
• It is proportionate to the seriousness of the incident and the consequences it is intended to prevent, including the application of gradually increasing or decreasing levels of force in response to the young person's behaviour

• The age, understanding, special educational needs, physical development, medical history, cultural background, and gender of the child are taken into account

There is no legal definition of 'reasonable force' - it will always depend on the judgements made at the time, taking due account of all circumstances, including any known history of other events involving the individual concerned. Where records of incidents involving particular students show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous or exceptionally disruptive, then reasonable force may be justified at an earlier stage. However, it is important to realise that the use of any degree of force is unlawful if the particular circumstances do not warrant it. Therefore, physical force could not be reasonably justified to prevent a student from committing a trivial misdemeanour not likely to cause harm or damage, or in a situation that clearly could be resolved without it.

Staff should also not act in a way that could be reasonably expected to cause physical harm or injury, for example by:

• Slapping, punching, kicking or tripping a student
• Twisting or forcing limbs against joints
• Holding or pulling a student by the hair, ear or neck
• Using reasonable force to hold a student face down on the ground

Any such intervention, however lightly used, may constitute a criminal offence and render the member of staff liable to prosecution and/or disciplinary action. Once again it is essential to

understand and follow the guidelines set out in this policy in conjunction with those set out in the 'Team-Teach' workbooks given to staff via allocated 'Team-Teach' training (see Section 8.2).

Any physical intervention carried out by staff must be REASONABLE, PROPORTIONATE AND NECESSARY

12.2 Team-Teach

Team-Teach is a national organisation, accredited by the Institute of Conflict Management (ICM) for the use of physical interventions, which has developed approved methods of dealing with situations in which positive handling and physical interventions might be required. The school delivers its training programme to staff through an in-house accredited Team-Teach tutor. Staff who successfully complete the training programme receive official certification from the Team-Teach organisation.

Unless in exceptional circumstances, only staff appropriately trained may initiate or lead the use of Team-Teach physical techniques. Guidance is given to untrained staff on action they can take until they have attended an appropriate Team-Teach course.

Authorisation is not given to volunteers, parents on the School site, external contractors,

maintenance, or domestic staff. Supply staff will not be authorised to use Team-Teach physical techniques unless they are familiar with the School's policy and can provide evidence of having successfully completed an appropriate Team-Teach course. The school's Team-Teach tutor maintains a record of staff who have successfully completed the two-day 'Team-Teach 12hr Basic Course'. All staff trained in the use of Team-Teach strategies must attend refresher courses in accordance with Team-Teach Protocols.

It should be noted that whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain. The school is also committed to ensuring all school staff are trained in First Aid and hold the 'First Aid at Work' certificate (or equivalent).

12.3 Reporting and Recording Incidents of Physical Intervention used by staff

All incidents of physical intervention must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident), using the appropriate documentation. Injuries to any individuals involved should also be reported and recorded in accordance with School procedures (Eg: in 'Accident Book').
Following any episode of physical intervention, the young person involved should be offered a 'health check' by a member of staff qualified in 'First Aid at Work', to identify and record any health concerns arising from the incident.

Incidents culminating in a restraint/physical intervention must be reported to parents within 24 hours. Where relevant, the School will also inform external agencies who may be working with the young person and/or their family (eg: CAMHS).

12.4 The use of Physical Interventions when off-site

All staff trained and authorised to use Team-Teach physical intervention techniques are issued with staff uniform and a staff identity card which should be carried at all times whilst on trips off-site. This may be used in the event of an enquiry from either the police or a member of the public about the conduct of a member of staff in physically handling a young person.

12.5 Monitoring of Incidents involving Physical Intervention

Heads of Base/Headteachers and the Head of Compliance are responsible for monitoring incidents of physical interventions, and such monitoring is done so on a termly basis. Where a young person has required a physical intervention on several occasions, a Behaviour Support Plan (BSP) is devised in consultation with the individual, parents and other key stakeholders. This contains relevant risk assessment information and enables the co-ordination of information and best practice for managing such incidents in the future.

13. Emotional Self-Regulation

Some young people have difficulties in managing their emotions and expressing them in an acceptable way. The main method by which we work with them is by helping them to reflect on what is happening in their bodies and their thoughts when they feel angry, upset, frustrated etc and work out better ways of handling those situations for themselves. We work alongside students by adopting a friendly 'coaching'-style approach, encouraging them to try thinking and reacting differently and to develop new strategies for recognizing, communicating and regulating their emotions.

Woodside Group Schools employ in-house 'Animal-Assisted Therapy Practitioners' who work directly with students and staff to promote the improved emotional self-regulation of students. This may include principles such as:

1. Recognizing the early-warning signs that one is becoming over-emotional:

• Physical: raised voice, altered breathing, fixed gaze, increased muscle tension, agitation

• Communication style: arguing, not listening, repeating the same comments, swearing

• Thinking patterns: rigid thinking, inability to appreciate another point of view, black and white certainty, intense self-justification.

2. When these signs are recognised, to take action to step back from one's feelings by:

• Breathing steadily and deeply
• Consciously relaxing one's body
• "Freezing" runaway thoughts and feelings
• Taking a few seconds mental time out
• Making oneself listen carefully and express oneself as reasonably as possible

The School recognizes that emotional self-regulation can be very difficult for some young people, and that the process can often be a lengthy one. Many people are unaware of when they change into an over-emotional state or that they have the ability to step outside themselves and manage their own behaviour. However, once they get the sense of being able to do this to some degree their emotional self-control can improve rapidly.

14. The Use of Medication

It is not the school's policy to administer any form of medication (eg: Ritalin) as a means of managing behaviour. This is because of possible side effects and because it is difficult in practice to liaise with parents and Local Health Authorities effectively over the safe day to day management of such medication.

Where it is evident that a student's behaviour is likely to significantly deteriorate and present a level of risk to themselves or others as a result of not taking a prescribed medication (eg: through refusal), the school may ask parent(s) to keep the student at home until the student takes their agreed dosage.

Until students have been with us for several months it is often difficult to distinguish what may be a genuinely biological issue from an environmental one. We prefer to improve students' behaviour primarily through using positive motivators and sound behaviour management techniques.