Within this policy, Doucecroft School Services relates to the school day and residential services.
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1. Our Ethos

We welcome individuality and provide a safe and positive learning environment, to enable our students to thrive and meet their full potential preparing them for their future.

2. Legislation and Statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- Mental Health and Behaviour in schools- November 18
- Ofsted guidance: Positive environments where children can flourish- March 2018
- Searching, screening and confiscation- January 2018
- Preventing and tackling bullying -July 2017
- Behaviour and discipline in schools- January 2016
- The Equality Act 2010 and schools- May 2014
- Use of reasonable force in schools- July 2013
- Residential Special Schools. NMS-April 2015

It takes into account:
- Independent School Standards regulations 2014
- Team-Teach Tutor Manual 2018 3
- Special educational needs and disability (SEND) code of practice.

3. Our Mission

At Doucecroft School Services our mission is that our students are/have:
- Developing – Independence and life skills
- Opportunity – to experience and learn new things
- Understanding – to be understood and valued as an individual
- Creativity – to express myself as an individual
- Encouraged – to try new things and realise my potential
- Confidence – to achieve and develop my self-esteem
- Respect – to feel accepted and accept others
- Openness – to share experience and feelings with others
- Fairness – to be recognised for achievement
- Tolerance – accept that everybody is different
4. Purpose and Aim of our Positive Behaviour Management Policy

The purpose of our school services is to provide a positive, safe and motivating environment that enables children and young people to learn.

The services strive to establish an environment that maximises students’ opportunities for personal growth and emotional well-being, whilst promoting independence, choice and inclusion. The School Services have developed a range of systems, policies and procedures, which combined with an experienced and competent staff team, can be implemented to support individual students’ difficulties that may arise from characteristics associated with their autistic spectrum conditions (ASC).

This policy takes into account the range of needs for individual students on the Autistic Spectrum, some of whom may also have other associated conditions, disabilities and vulnerabilities. An understanding of these conditions is essential to those working with our students. An insight into the diversity of the condition and knowledge of the strengths and difficulties experienced by each student helps members of staff to develop appropriate and effective teaching and learning strategies.

Autism is a term used to describe a neurological difference in brain development that has a marked effect on how a person develops. The four areas of difference are:

* Understanding the social interactive style and emotional expression of others
* Understanding and using communication and language (verbal and non-verbal)
* Differences in how information is processed
* Differences in the way sensory information is processed

This policy aims to:

* Provide a consistent approach to behaviour management
* Define what we consider to be unacceptable behaviour, including bullying and the management of.
* Outline how students are expected to behave
* Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
* Outline our system of rewards and sanctions

Whilst recognising that certain behaviours are characteristic of the impairment’s students have with ASC, the School Services teach appropriate social skills and coping strategies to help each student understand and accept the boundaries of reasonable behaviour, which is generally considered appropriate in society.

Due to difficulties with communication and socialisation skills, lack of empathy, rigidity of thought and actions, obsessive or ritualistic behaviours, over or under sensitivity to stimuli and the way the information is processed, students may display difficult behaviours.
Attachment
Some of the students at Doucecroft School Services presents as having an Attachment Disorder. All members of staff receive relevant training to support their understanding of the condition. A child needs to make a secure attachment with a main significant adult or adults in their life from a very early stage; this can act/be referred to as a ‘secure base’. A child’s initial dependence on others may be for protection and security, this enables the child to cope with frustrations, develop self-confidence and form the ability to relate to others. These are qualities necessary to promote positive engagement with learning. Secure attachments develop mental processes that enable the student to balance their emotions, reduce fear, have self-understanding, have insight into others feelings and can enable the development of moral reasoning. Those children who do not develop a secure attachment when they are young behave in a very different manner. They are unable to soothe themselves, manage their emotions and engage in reciprocal relationships.

Staff aims to understand the underlying factors causing the behaviour to respond positively, consistently and effectively and to provide structures and strategies to empower the individual to manage themselves and build positive relationships.

Other Policies to be read in conjunction with this policy:

* Safeguarding and Child Protection
* Missing Person
* Hand Over
* Risk Assessment
* School Exclusion
* Positive Touch
* Attachment Awareness Guidance
* Searching Students, Possessions or Rooms
* Playtime Duties
* Use of quiet rooms guidance
* Out of school trips

5. Individual Management Plans and Charts

Each student has an Individual Management Plan (IMP) which clearly identifies specific aspects of behaviour and offers effective support strategies in low arousal and de-escalation techniques. It also includes suitable methods of debriefing, where appropriate if an incident should occur.

Teachers are responsible for co-ordinating and producing IMPs, based upon behavioural assessments, and in consultation with classroom and residential staff, Therapy Team (SaLT, OT), PBS Team and parents/carers. Where appropriate, teachers to include students input to the IMP. IMPs must be reviewed in sufficient time to ensure that they are in date. All members of staff can discuss general or specific behavioural issues during class/house and MDT meetings or during supervision. In formulating IMPs, the guidance within this policy must be adhered to, with reference to ‘positive behaviour management’, de-escalation techniques and Team-Teach techniques used. IMPs will be reviewed every 6 months as a minimum and if an agreed strategy is formed following a review of a student’s intervention log. The IMP must be reviewed and signed by the teacher, relevant therapists working with
the student, Health Co-ordinator, Team Leaders and Behaviour Support Team after it is finalized. The PBS team will monitor the reviewing of IMPs.

A draft IMP is prepared based on information gleaned during the admissions process for new students. The IMP will be reviewed as an on-going process during the trial period with the aim to be finalised within 6 months.

It is the responsibility of all members of staff, including agency and volunteers, to be familiar with the IMP’s for all students they work with. Teachers and Team Leaders to ensure that agency staff and volunteers are orientated with IMPS. The original signed copy of the IMP must be filed in the out of school trips folder, stored in Abbots Hall.

All members of staff are expected to follow and implement individual management strategies as detailed within the plan to provide the student with clear and consistent approaches across all settings. The aim of any behaviour strategy should be to help the student develop self-management and coping techniques. If there is clear evidence that a strategy is not effective over a period of time, then the strategy will need to be changed by the class teacher.

Behaviour (ABC) charts may be used to monitor and record specific behaviours and interventions. This will be agreed amongst staff teams working with the student and in liaison with the Positive Behaviour Support team and therapists.

“New Medication Administration Monitoring sheet” is used to record behaviour following a change in medication or the introduction of new medication.

Toilet Charts may be used to record toileting for some students. This may be necessary for students that require prompting to use the toilet so that information can be passed on to parents/carers.

It is the responsibility of the class teacher and team leaders to ensure charts are effectively completed. Charts must be handed over between settings (residential students) and a record of this on the handover sheets in line with the Hand Over Policy.

The PBS Team/Medication Co-ordinator will monitor the information from forms and charts collated over a 2-week period and feedback findings at MDT, class/residential meetings. Behaviours of concern will need to be reported daily to the PBs team.

6. Positive Behaviour Management and Approaches

Members of Staff at Doucecroft School Services use a variety of approaches to reinforce positive behaviours based on the needs of the individual student. The approaches used will be determined through Multi-Disciplinary Team (MDT) meetings; these include:

Positive Redirection
Telling the student “what to do” instead of “what not to do” e.g. “speaking politely, thank you” as opposed to “stop shouting”.

Praise
Praise should be used often, to acknowledge positive choices, work or behaviour. Look for
good behaviour and comment on it. When giving praise staff should gain attention from the student by using their name. Praise should be clear, and feedback should be specific, for example “Thank you for wiping the table”. Praise should be natural, varied, stage/age appropriate, frequent and consistent. Praise should outnumber reprimands or corrections; it may be given verbally, gesturally or visually.

Let's Make a Deal - a work related motivational tool.
It is a visual reward strategy that is used with students who have it as a specific recommended strategy by SALT. To implement Let's Make a Deal effectively, first motivators need to be identified of which there should be as many as possible but a minimum of 4 is recommended. These motivators need to be strong enough for them to want to work towards. They may be things such as: iPad, drawing, watching a DVD. Once these strong motivators have been identified, Let's Make a Deal can then be implemented.

There can be up to 5 stars to earn using Let’s Make a Deal, although this is dependent on the student’s/young person’s ability to follow directive tasks and demands that may be placed upon them. The student is first required to choose their reward from a choice of up to four motivators which they then place on the reward section on the chart. The student is then given tasks to complete to earn each of these stars. The task can be as simple or small as required but MUST be achievable. Once the student has earned all their stars they are then required to ‘cash them in’ and hand them over to receive their reward. The reward should be given immediately.

Stars can NEVER be removed and opportunities to re-earn a star should be given if necessary.

The Speech and Language Department run workshops for this, and training is recommended for this to be implemented effectively. Keeping students motivated with work tasks will reduces some behaviours.

Rewards
The best rewards system is where the rewards becomes intrinsic, where the person learns to say within themselves ‘I am ok’, ‘I did a good job’. This can be achieved through being very descriptive and precise e.g. “good job staying with me and using a quiet inside voice at the shop.” This is more effective at increasing those behaviours in the future than if you just said: “Good job” and pay attention to the person, notice the constructive things they are doing.

External rewards, where we give something to the person brings the risk that we learn to do things to get rewards rather than do things because we like them, because it is the right thing to do. You teach them that they are controlled and monitored, and you might not teach them to control themselves.

Big rewards are counterproductive, and the improvement will not last. (If someone promises us a car we can all give up unhealthy eating for a year, not because we want to (intrinsic) but we want to have that car.)

When we think about deeply traumatised children they often risk everything just to feel in control, as they have never experienced and learned to trust the adult to look after them.

Hence if we try to reinforce positive behaviour we need to acknowledge and attend to their
behaviour in a descriptive way (without over the top compliments or general statements as ‘you are brilliant’).

**Key points:**
- Activities and lessons need to be motivating, fun and incorporate students’ interests.
- Choice and reward times need to be appropriately structured as this is a time when high number of incidents. There needs to be a balance between learning time and choice activities. All students to only access choice/reward time at the end of the lesson time.
- Teach positive behaviour through modelling.
- Structuring motivating events in which less preferred or fewer familiar activities are followed by the familiar, preferred experience, supported visually with a now/next board if required.
- The timing in talking about and giving the reward is essential. Both can only be done when the good behaviour is taking place or afterwards. Try to give praise and rewards immediately and in a way that is meaningful to the particular person. Some people like verbal praise, others might prefer to get another kind of reward, like a sticker or a star chart, or five minutes with their favourite activity or DVD, a certificate.
- If you do it beforehand, e.g. ‘if you finish this task you will get a reward’ it becomes a bribe and you might reinforce the opposite, the student might dither with the task until you put a reward in place.
- Consider strategies to help the student to feel in control and stay in control.
- If a reward system has to be introduced for a student, then this must first be discussed and agreed as part of an MDT meeting.
- There should be a timescale for rewards, if the targeted behaviour has been achieved the reward system must be reviewed.
- It is important that the staff are on the same side as the student, helping them to achieve it, rather than put it up as a challenge.
- Parents must be made aware of the reward systems used.
- Consider rewards that have a secondary benefit. For instance, a trip to the park might have the secondary benefit of helping a student get exercise, or time to play a board game with staff another peer might have the secondary benefit of enhancing social skills.
- Staff may do this only occasionally, but unfortunately occasional reinforcement of bad behaviour is THE MOST REWARDING reinforcement schedule there is (variable ratio schedule reinforcement – which is like gambling!).
- End of term trips should not be part of a reward system.
- Rewards are recorded on Behaviour Watch. Students are made aware of their achievements and certificates are handed out in class/boarding house/assembly.

**Now and Next**
Now and Next boards are used to communicate with the student what will happen throughout the school day to relieve their anxieties. A visual timetable should also be used in conjunction with a Now and Next board and should include the same symbols or photographs. The type of symbol used on the Now and Next board should be guided by Speech and Language therapy recommendations as students may have different visual representations or needs with relation to the type of symbol. A Now and Next board may not be suitable for all students.

The student should remove the symbol from the Now and Next board and place it in a finished bag or strip. They should then move the symbol that was previously in the ‘next’ into the ‘now’ section and move a new symbol into the ‘next’ section. If students are unable to do this independently then staff should model, ensuring they are also using the language of sequencing.

The Speech and Language Department can give advice or guidance on the type of visual that would be best suited for the student and whether a Now and Next board is suitable.

**Positive Touch**
This can be used many forms and more guidance can be sought from the Positive Touch Policy. Staff at Doucecroft School Services recognise the importance of touch and use hand over hand guidance, help hugs (an arm around a student around the top of the shoulders, side-ways on), support during PE activities and Intensive Interaction.

Positive touch can be used when students are calm and in different environments, this helps to build positive brain associations in regard to appropriate touch and improves its overall effectiveness. When working with students who have attachment difficulties it is important to remember than unexpected touch can increase anxiety. It is advised to not touch these students from behind.

**Physical Contact**
Guides and Prompts as taught in Team-Teach training may also be used as a means to support interactions and are not seen to be restraint.

**Descriptive Commentary**
Descriptive commenting is talking about what the student is doing as they are doing it. It conveys in descriptive language what the student is seeing, touching, feeling, hearing, smelling, or tasting.

When you narrate during a student's play, you are putting the student's actions into words and describing them in a running commentary. It gives the child the appropriate language for their actions and teaches concepts without being intrusive.

Using descriptive commentary, you are facilitating the students' language development. The student may imitate you, and with the pressure of answering questions relieved, a student may be more open to communicate. Descriptive commentary provides a way of teaching in a non-threatening way. Students can tell you more information when using this technique and may surprise you with how much they know. An example of it sounds like this: "You're putting a blue block on top of a yellow block. Now a green block is going on top of the blue one."
You've got three blocks on top of each other. There goes a red one on top of the green one. This is getting tall."

By providing the student with your undivided attention and descriptive vocabulary for what they are doing at that moment in time, it can show the student that what they do is of value and is important to you. This makes a tremendous difference in a student's self-esteem and self-confidence, whilst increasing their attention span and creativity.

Use of Quiet Rooms
Quiet rooms are allocated to classrooms and boarding houses. It is a sensory-controlled calming area that offers a student a quiet space to access as and when needed. The purpose of a Quiet Room is not for exclusion or punishment. It is a space to help students to calm down and to begin to use self-regulation skills.

See guidelines for use of quiet room document for further information.

Transitions
Students’ need to be adequately prepared for all transition activities using communication aids as indicated on their IMP.

Behaviour Encouraged at Doucecroft
- Respect for other people, their views and needs
- A sense of right and wrong
- Being a friend
- Respecting our environment
- Honesty and trust
- Fairness
- Self-Regulation
- Being a role model
- Independence

It is important to consider the following key points:

- **Fairness**- Don’t miss out the students that do not stand out. Ensure all students are treated with the same degree of courtesy and respect and are afforded the same access to rewards.

- **Consistency**- This is essential throughout the school services. All staff needs to implement agreed strategies and techniques for managing behaviour, individualised for each student.

- **Expectations**- These are used for on-going management across the school services and should be individual to each class/boarding house, drawn up with students where appropriate and displayed in a format accessible to all students. Expectations around
positive behaviour need to be communicated and echoed in all settings and by all staff, with a key aspect being staff modelling acceptable behaviour. The expectation of students, staff, parents/carers and governors will be shared with everyone. Classes/boarding houses are encouraged to display versions suitable to the students in their settings. Information will be shared with students and parents during the student’s probation period.

- **Variety**- keep approaches fresh and adaptable, whilst at the same time understanding some strategies need to remain constant for stability.

- **Communication**- It is essential that there is a good level of continuous communication kept between School services, home and external professionals working with students where necessary. Staff should record all communications and share with those working with the student where appropriate.

### 7. Definition of behaviours that are Unacceptable or Cause Concern

Whilst it is important to celebrate and recognise positive behaviour at Doucecroft School Services it is also important to acknowledge inappropriate or negative behaviours.

Students may at times display behaviours that require a different approach. The term “challenging behaviour” has become widely used and its interpretation varies from one person to another.

Although the behaviour may be challenging for the member of staff, more accurate wording would be ‘distressed behaviour’ or ‘behaviours of concern’. At Doucecroft we always consider a person centred approach, taking into account what feelings drive the behaviour. All behaviours are a form of communication for our students. Staff should always seek to look beyond the behaviour for the message attempted to be conveyed by the student and try to understand what **function the behaviour** serves.

Not all behavior which is challenging for staff is a problem for the student exhibiting the behaviour, and not all behaviours that challenge is linked to attention seeking. Some students will not be aware that their behaviour is challenging, and for others the behaviour is beyond their control.

Strategies for responding to distressed behaviours need to be individualised in respect of the student presenting the behaviour and should take into account; environmental conditions, e.g. quiet/noisy environment, amount of space available, lighting, level of structure/activities available, excessive heat/cold; personal setting conditions, e.g. how the student is affected by ASC, how s/he copes with noise, change, crowds, level of understanding and ability to communicate, medical conditions, hunger, thirst and pain.

With unacceptable behaviour, interventions can be made in a low-key way, with as little disruption as possible. However, if an incident should escalate and a student needs to be removed from a situation then some disruption cannot be avoided. **De-escalation techniques** are key in managing challenging behaviour and all staff at Doucecroft School Services are trained in this as part of Team-Teach, with refresher courses every two years.
Behaviours Discouraged at Doucecroft

Behaviours of concern at Doucecroft is defined as:

- Saying unkind things
- Using unacceptable language
- Disrupting learning

Serious Behaviour of Concern at Doucecroft is defined as:

- Any form of Bullying or threatening
- Damage to property
- Hurting others
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Malicious allegations
- Unsafe behaviour off site
- Possession of any prohibited items

- Mobile phones unless a student is at college/work experience and in the boarding house. Students in transition hub are permitted to use their phones during break times
- Personal cameras
- Toy/nerf guns
- Tools
- Any other items that the Senior Management Team believes may cause harm, distress or injury to another

8. Bullying

Bullying may be defined as behaviour by an individual or group, usually repeated over time and on purpose, that intentionally hurts another individual or groups either physically or emotionally. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of students. Bullying results in pain and distress to the victim especially if it is not addressed.

There is no legal definition of bullying, it takes many forms and can include:

- Physical- Hitting, kicking, pushing, taking or breaking others belongings, use of violence
- Emotional- Being unfriendly, excluding, tormenting, making them do something they do not want to do, intimidation or threatening
- Direct or Indirect- Name calling, spreading rumours, sarcasm, teasing
- Getting someone else to hurt them
- Sexual- Explicit sexual remarks, sexual gestures, unwanted sexual attention, comments about sexual reputation, inappropriate touch.
- Racial- Racial taunts, graffiti, gestures

Cyber bullying can be described as the use of information and communications technology to
deliberately upset someone else. (Safe to Learn). Cyber bullying usually takes place via a mobile phone or via the internet and takes different forms:

- Threats and intimidation
- Harassment or “cyber-stalking” (e.g. repeatedly sending unwanted texts or instant messages)
- Vilification / defamation
- Exclusion or peer rejection
- Impersonation
- Unauthorised publication of private information or images (including what are sometimes misleadingly referred to as ‘happy slapping’ images)
- Manipulation

Staff should also be aware of additional peer-on-peer abuse, including (but not limited to):

- Physical abuse
- Sexual violence and sexual harassment
- Sexting
- Initiation/hazing type violence and rituals

Doucecroft school services will manage any incidents of peer on peer abuse in line with the child protection policy. Advice and support will be sought from external agencies as appropriate.

People with ASC may have increased difficulty in appreciating the impact that their behaviour has on others and how it makes them feel. Additionally, due to theory of mind impairments, they may have very little understanding of the feelings of others. It is difficult therefore, to be sure that the behaviour was ‘deliberately hurtful’.

A student with autism can become obsessional about another student and target them in either a positive or negative way. They have limited understanding of social etiquette and this may be misconstrued as bullying by others. Young people with autism can make direct remarks but have no intention of causing harm. Such comments cannot be considered as bullying, but they need to be addressed so the student learns about the impact of their remarks and how to interact more appropriately. A student is more likely to bully others who are different from themselves.

Some students may have an impaired ability to understand what others are saying or meaning. They find it hard to predict other people’s behaviour and to interpret their body language, facial expressions and guess what they are thinking or feeling. This makes our students very vulnerable and easy targets for bullies. A vulnerable student may not recognise that they are being bullied and believe themselves to be part of the group because they are receiving attention or being asked to do things for others. This may mean incidents do not get reported.

Because children and young people with autism may be unaware that others ‘judge’ their behaviour they may be especially vulnerable to bullying in the community or being understood by those supporting them.
Students with autism will have difficulties in social communication, social interaction, repetitive patterns of behaviour and sensory difficulties. This anti-bullying guidance and strategies, along with all other related policies and procedures must take into consideration individual students’ understanding of bullying and whether their behaviour is within their control.

The first stage in combating bullying is to ensure that all staff, students, parents and carers are aware of what bullying is, what is a bully, what it feels like to be a bully or to be bullied. All staff, students and parents/carers need to be aware that bullying takes many forms and may be linked to gender, sexual orientation, race, religion, culture, or disability. Students with ASC may lack an understanding of what they are doing and may be repeating behaviour they have witnessed outside of school. This does not however mean that bullying linked to these issues will be treated less seriously. Staff do need to be aware that students with ASC do not always “mean what they say or say what they mean”.

**Intervention – Prevention of Bullying**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. Appropriate levels of staffing mean that throughout the school services supervision and support for students is high. The school services ensure that free time – breaks and playtimes are structured, well supervised, offer a range of activities and where necessary are staggered.

Staff training in behaviour management and awareness of bullying is a vital part of prevention. Members of staff regularly receive training on behaviour and on e-safety. Members of Staff provide good role models and support and encourage positive behaviours and respect for others across the school services.

The school services endeavours to provide a learning environment across the 24-hour curriculum which is safe and an environment where positive behaviour is promoted. The site is large and staff supervision is augmented by CCTV covering most areas of the grounds.

The school curriculum offers a wide range of opportunities to engage students in work which helps their understanding of diversity and embed the anti-bullying message for all types of bullying. The PSHE curriculum is supported by Equals schemes of work and those which are autism specific. The Social and Emotional Aspects of Learning (SEAL) resources are available to teachers/Team Leaders to support the PSHE curriculum. The curriculum for students in post 16 provision promotes the understanding of the wider world and key skills develop the ability to work with others. All students are supported throughout their school lives in developing social and emotional understanding. The development of empathy – a real area of impairment for students with ASC, is encouraged although this will remain a difficulty for most students throughout their lives.

Students are encouraged to recognise and value the achievements of others through assembly and awards evenings.
Where appropriate; students have access to Child Line information.

The school services have appointed an independent visitor; she will carry out termly visits in the residential setting.

**Support for Students who engage in bullying behaviour**

- PSHE lessons focusing on anti-bullying
- Use of emotions boards and introduction of Zones of Regulation to support self-regulation and emotional control
- Discussions with key staff, use of comic strip conversations to reflect on the impact of their behaviour on others
- Changes to timetable, learning opportunities in order to reduce the opportunity for bullying/break the cycle
- Meeting with a senior manager
- Meeting with parents
- Working in a separate learning environment whilst receiving support with social skills and managing emotions
- Sanctions as appropriate so that the student clearly understands that their behaviour is inappropriate/unacceptable
- It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the student carrying out the bullying. Where this is the case the student engaging in bullying may need support themselves.
- Support from Emotional Wellbeing and Mental Health Services where applicable (EWMHS)

- Opportunity to attend Multi school council meetings
- Opportunity to access Art/ Drama Therapy

**Support for Students who are bullied**

In all cases staff have a responsibility to support students who are bullied. The nature and level of support will depend on the individual circumstances and the level of need. Some of our students lack enough communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that such incidents are reported and managed. Support can include:

- Staff awareness that some students are more vulnerable to being bullied. Being aware of this will help to develop strategies to prevent bullying from happening.
- Redirecting the student away from the situation
- Key staff talking to the student
- Students to complete “Student View Form”
- Mediation meetings
- Opportunity to attend Multi school council meetings
- Opportunity to access Art/ Drama Therapy
- Opportunity to talk to a senior manager
- School engaging with parents
- PSHE lessons focusing on anti-bullying including strategies to help deal with incidents of bullying

**Prevention of Cyber Bullying**
Currently Under Review

Others may be drawn into cyber bullying by passing on messages or images, taking part in online activities without realising they are involved in cyber bullying. Doucecroft School Services recognise the need to develop strategies to limit cyber bullying and to help students protect themselves whilst using information and communications technology. Strategies to prevent cyber bullying include:

- Educating students about staying safe in the cyber world.
- Students have structured lessons on e-Safety as part of the curriculum.
- Encouraging staff to keep up to date with new technology.
- Members of staff are required to attend training on e-safety twice a year.
- Doucecroft School Services invites all parents / guardians to attend training on e-safety to ensure the safety of students in all settings.
- Using resources aimed at developing online safety e.g. those produced by the Child Exploitation and On-line Protection Centre (CEOP) to help students develop safety awareness on-line including the importance of reporting anything which causes them concern.
- Close liaison between senior staff and parents to support/manage incidents of cyber bullying.

Doucecroft School Services has strategies in place in addition to those for other types of bullying, to protect students from cyber bullying whilst in school. These include:

- High levels of filtering on all computers accessible to students.
- Clear rules about internet use with sanctions for misuse.
- Day students’ hand in electronic devices on arrival at school
- Access to mobile phones limited to residential setting, on agreed terms.
- Staff supervision whilst using ICT.
- Clear procedures in place to report any issues.

Sometimes cyber bullying is clear and deliberate. At other times the perpetrator may not be aware of the consequences of what they have done. There is distance between the perpetrator and victim and this can make it more difficult for students with ASC to realise the impact of what they have done.

If there are concerns related to bullying, a senior manager, generally the Assistant Head Teacher responsible for Behaviour and Welfare will invite parents of student/s who have been involved in bullying and those who have been bullied.

Parents/Carers reporting incidents of bullying to the school
Should a parent/carer have a concern related to bullying, they can contact the Assistant Head Teacher (Kuben Reddy), Positive Behaviour Manager (Gayle Jones), Care Manager (Mandy Spragge) or a member of the senior management team to discuss the matter.

**Strategies for Dealing with Negative/Unacceptable Behaviour:**

**Understanding the Function of the Behaviour**

Members of staff need to be aware that all behaviour is a form of communication and may be a result of something that the student is experiencing. Determining function and purpose
of behaviour is essential. The primary purposes of behaviour include:

*Escape/Avoidance:* from person, task, environment, etc.
*Tangible/ Seeking access to materials:* desire for a specific item or preferred activity
*Attention:* desire for attention from peers, adults, can include “power”
*Sensory:* the behaviour feels good or meets a sensory need pain/distress

**Tactical Ignoring**
This can be used when appropriate for some behaviour such as playing with equipment or refusal to start a work task. Other students can be praised for being on task; praise should then be given with a change to on task behaviour.

**Reminding of Rules- before known sessions that escalate behaviours**
Some students may benefit from a reminder before known trigger times of rules or expectations. If this is the case the Teacher/Senior Member of Staff should produce a document detailing the rules/expectations, ideally in a format that the student can use to secure understanding.

**Simple Direction**
For example, “Percy, using your fork, thank you.” Using the words “thank you” communicates the expectation of compliance as opposed to please which implies a choice.

**De-escalation Techniques**
De-escalation techniques place emphasis on what adults can do to support students at the early stages of distress. Remaining calm, changing tone of voice, lowering/avoiding demand, offering alternatives to the situation and ensuring that hunger and pain are not contributing factors. Distraction, redirection to safe place away from the situation, offer reassurance, use augmented communication systems to aid understanding of what the student is needed to do, humour, environmental adjustments, sensory input as per student IMP. It is the aim that over time staff will support students to learn strategies to help manage their arousal levels and identify what they can do during times of distress.

**Searching students/ confiscation**
Any prohibited items found in a students’ possession will be confiscated. Searching will be carried out in line with Searching students, possessions and rooms policy.

**Seclusion**
At Doucecroft School it may be appropriate to use a provision that secludes a student in a separate learning environment. Some students with autism can be overwhelmed by sensory stimuli and a separate more predictable learning environment this can be a way of identifying triggers enabling a student to better manage their anxieties.

In extreme situations and in the best interest, safety and well-being of the student and other students’ seclusion may need to be used as a sanction. In these cases, parents and local will be informed. The needs of the students will be considered as for some students,
receiving a fixed term exclusion may perpetuate the behaviour.

The use of separate learning environments in each case will be implemented for the shortest time possible and reviewed on a regular basis.

### 9. Reducing Risk and Restrictive Physical Interventions (RPI)

In certain situations, Restrictive Physical Intervention may be necessary. Situations where this may be used at Doucecroft are if students are putting themselves or others at risk, hurting others, causing or likely to cause damage to property or disrupting the learning of others. This would be in circumstances where there is a reasonable cause for believing that this is the best way to prevent someone from coming to harm. Doucecroft School Services has a responsibility to protect all individuals in their care and will be in the individuals ‘Best Interests’.

An RPI is not a sanction, but the last option in helping a student regain control and re-establish a safe environment for everybody. Such intervention must be reasonable, proportionate and absolutely necessary. Restrictive physical intervention must never be undertaken as a punishment, is for the shortest time possible and staff are taught to use a gradual and graded approach.

Examples of high level behaviours which may lead to the use of restrictive physical intervention:

* damaging property
* moving towards danger
* hurting self
* grabbing or threatening others
* disrupting the learning of others

An RPI is implemented in line with Team-Teach Techniques and only carried out by staff who have been trained. Training includes positive behaviour support and using a holistic approach. Team-Teach aims to safeguard people and services whilst helping to reduce risk, restraint and restriction.

“Team-Teach techniques seek to avoid injury to the individual, but it is possible that bruising or scratching may occur accidentally. These should not be presumed to indicate a failure of professional technique. They may be a regrettable side effect of attempts to keep people safe.” (Team-Teach Tutor Manual v2018 3)

All Incident and RPI reports must be completed by members of staff within 24hrs of the incident. Members of staff should support students giving them the opportunity to debrief from the RPI. This should be documented on the RPI form or on a student debrief form.

In extreme situations a Front Ground Recovery (FGR) hold may be necessary as the safest hold. The position is designed to keep people safe where there is no safer alternative. It is designed to allow movement whilst keeping people secure in a ground position with chest facing downwards. FGR uses biomechanics to reduce the amount of force
needed. There is no downward pressure on the young person or contact on the torso. Following ground holds, students must be offered a medical check by a member of staff holding an in date first aid certificate and recorded on the RPI form. RPI reports are sent home to parents/carers weekly and in the case of looked after children a copy will be sent to the allocated social worker.

Each student has an Individual Risk Assessment (IRA) that the Class Teacher/Team Leader is responsible for keeping up to date; this includes a signature of agreement from the SMT and parents/carers. In formulating the IRA staff aim to find out why the student behaves as they do. Trying to understand the factors that influence behaviour, recognise early warning signs of student’s behaviour, and develop the skills to and diffuse difficult situations competently, sharing the known information on the IMP. IRAs are updated a minimum every 6 months or when new risks have been identified.

As a rule, the best way to monitor and support a student is to be in the same room with them. However, a student may ask to be left alone, or the presence of another person could be distressing to them and could escalate the behaviours. In certain situations, members of staff could be placing themselves at risk of attack by remaining in the same room as the student. Staff must remain close by to monitor and support, though this may be done unobtrusively from outside the room. If a student appears distressed or staff have concerns about self-harm, then student must be visible.

Where incidents are foreseeable, students should be managed in accordance with the approaches as described in their IMP. The use of RPI may be required when students behave in a manner that have not been foreseen by a risk assessment, where strategies have been unsuccessful or in unavoidable situations. Effective Risk Assessments, together with well-planned preventative strategies included in the students IMP, will help keep use of RPI to a minimum.

The use of restrictive physical intervention will be monitored by SMT and governors.

**Serious Incident**

Doucecroft School Services preferred method of RPI is Team-Teach approved interventions, however understands, that emergencies and unforeseen circumstances can happen and result in instances of an unplanned response to prevent harm in an emergency. If this occurs, a Serious Incident review will take place. Following the review, the use of proactive strategies and less restrictive options will be implemented. Actions from the review may inform IMPs and/or individual risk assessments and highlight training needs.

A Serious Incident Review meeting is convened by a member of the SMT team. Office. The log will be monitored by the Head Teacher and Governors.

Following an RPI staff should recover and record on the relevant forms. This must be completed within 24hrs. When students are filling in their views members of staff should use this as a time for exploring the students’ views and looking together at other choices that could happen should the situation occur again. This should be used as an opportunity to rebuild relationships. If staff need support in how this can best be achieved for individual
students they should liaise with Speech and Language Therapists, Occupational Therapists and Positive Behaviour Support Team. If a student chooses to record their views on a student debrief form, the completed form must be passed on to the PBS team.

10. Sanctions

Permissible sanctions used within the School Services, depends on a student’s level of understanding and the function behind the behaviour. A sanction will not always be used and will be decided by a member of the Senior Management Team (SMT), at his/her discretion.

When Sanctions, Consequences or Restorative Tasks may be imposed?

<table>
<thead>
<tr>
<th>Incidents of Bullying</th>
<th>Physical Aggression</th>
<th>Deliberate Damage</th>
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</thead>
<tbody>
<tr>
<td>Stealing</td>
<td>Homophobic behaviour</td>
<td>Sexualised Behaviour</td>
</tr>
<tr>
<td>Dangerous Behaviour</td>
<td>Racist Behaviour</td>
<td>Work not completed and there is not identified reason</td>
</tr>
<tr>
<td>Bringing in prohibited Items</td>
<td>Use of personal technology in school</td>
<td>Allegations</td>
</tr>
</tbody>
</table>

Only the Head Teacher or Assistant Head Teachers have the power to exclude a student. The Care Manager has the power to exclude a student during school holidays. This may be for one or more fixed periods, for up to 45 days in any one school year. They can also exclude a student permanently. (Policy on School Exclusions)

Any Sanction, Consequences or Restorative Tasks will be discussed and agreed by a member of the Senior Management Team (SMT) and must be recorded on an Incident/RPI form and Sanctions, Consequences and Restorative Tasks Book.

The Sanctions, Consequences and Restorative Task Book. A member of the SMT will fill in this book.

Sanctions, Consequences and Restorative Tasks Include:

<table>
<thead>
<tr>
<th>Sanctions, Consequences and Restorative Tasks Include:</th>
<th></th>
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<tbody>
<tr>
<td>Restitution e.g. an apology letter (student is expected to “make good” the situation because of the unacceptable actions or damage done)</td>
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<tr>
<td>Repeating unsatisfactory work during reward time to an acceptable standard based on the individual student</td>
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<tr>
<td>Repayment (contributing towards replacing/repairing damage - not exceeding £20, in consultation with parents)</td>
<td></td>
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<tr>
<td>Loss of privileges such as not computer/i-pad time</td>
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<tr>
<td>Confiscating equipment that has the potential to be dangerous</td>
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</table>
Searching students for items that are dangerous; includes searching bags, bedrooms and electronic devices

An interview with one of the senior management team

Parents/Carers may be called in to discuss behaviours

Seclusion when applied as a sanction

Exclusion

It may be necessary based on a student’s behaviour prior to a trip leaving, that a student may be unable to safely proceed on the trip. This will risk assessed and agreed by a senior manager. If it is a curriculum activity, the class teacher/team leader to try and facilitate a similar activity onsite if possible. A log will be recorded by class teacher/team leader of occasions when this has occurred. The log is stored in the out of school trips folder.

11. Recording

Shared drive

“Forms”
  ➢ Charts – ABC, medical, medication monitoring, toileting

“Behaviour Support”
  ➢ Student Feedback forms, Ideas for Positive Strategies

“Classes”, “Students”
  ➢ Teachers and Team Leaders to ensure that significant information from class meetings and debriefs are recorded on intervention logs and this information is reviewed and where necessary informs IMPs and risk assessments
  ➢ Teachers and Team Leaders to ensure that record of interventions are reviewed on a weekly basis to ensure that learning outcomes have been actioned

Behaviour Watch
  ➢ Rewards
    • Consistent record of students’ positive behaviour and achievements by all staff

  ➢ All incidents/RPIs
    • Must be recorded accurately within 24 hours of incident by staff involved
    • Information provided must to be clear
• Language used must be accurate and factual and of a professional standard
• All aspects of the forms must be completed
• Antecedents must be clearly recorded, this will help reducing the behaviour reoccurring
• Strategies used to de-escalate the situation must also be clearly recorded
• Linking forms to be detailed e.g. property damage
• Teacher/TA or Team Leader informs parent/guardians on the day
• Copy of RPI form to parents/guardians and where appropriate Social workers weekly
• Ensure that someone is appointed to organise staff and student debriefs including witnesses

➢ Debriefs

• All students and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours of incidents of restraint, including reasonable force, they have been involved in, witnessed or been affected by (NMS)
• Record why staff haven’t attended if they do not. Discuss staff feelings, what went well/what impacted, how we can prevent re-occurrence, why may this have happened.
• Staff debriefs should provoke challenge on if the measures were taken were the least restrictive and best option and if something else could happen next time.
• The Person chairing the debrief must ensure that it is completed factually and if outcomes are identified they are clearly written. Language used must be accurate and factual and of a professional standard
• All aspects of the forms must be completed
• Student Debrief – Staff must try to find a successful way that this can happen. Recorded on the RPI document.

Team Teach Restorative Questions

Listen  “What Happened?”

Link  “How did that make you feel?”

Learn  “What can you do next time you feel that way?”

• Teachers and team leaders must ensure that “Individual student’s record of Interventions” are updated following any learning outcomes from the debrief
12. Monitoring

The effectiveness of this policy will be monitored regularly by Assistant Head Teacher responsible for Personal Development, Welfare, Behaviour and the Positive Behaviour Support Manager. They will report to the governing body on the effectiveness of the policy and, if necessary, make amendments for further improvements. The PBS team will carry out walk-through monitoring to aid this process.

Doucecroft School Services keep a variety of records of behaviours. Any trends in bullying behaviour are identified and managed accordingly and key members of staff are made aware of potential bullying to prevent incidents occurring.

Members of staff will record incidents and repeated incidents of bullying must be reported to the class teacher/team leader. Information must then be passed on to the Care Manager for residential students and Assistant Head Teacher responsible for Personal Development, Welfare, Behaviour for all students.

It is the responsibility of the Positive Behaviour Support Team to monitor all RPI's, highlighting holds that have resulted in Ground Holds. A chart of findings to be available for the Head Teacher and governors on a termly basis, Ground Holds are reported back to Team-Teach by Advanced Tutors termly. A copy of this report is shared with the Head Teacher, Care Manager, Chair of Governors and Director of Operations.

A record of exclusions and serious incidents are kept by the Head Teacher. It is the responsibility of the Head Teacher to report to Trustees and governors each term. They will then monitor the exclusions and sanctions log.

13. Review

The SMT will review this policy in one year, however, a review of the policy earlier than this may be necessary if the government introduces new regulations, or if recommendations on how the policy might be improved are made. The Governing Body will ratify and monitor the effectiveness of this Policy.
14. Expectations

All Staff

- Reinforce clear expectations of behaviour
- Allow students enough time to process information
- Maintain a level of calmness and professionalism
- De-escalate tension, use humour if appropriate
- Be aware of your own behaviour; body language, tone of voice (respectful), posture, eye contact
- Use positive redirection and not draw attention to the negative behaviour
- Be consistent and follow approaches on Management Plans
- Deliver a suitably planned and structured lessons and activities which meets all individual needs
- Targets are carefully phased for each stage of the learning and are specific, measurable, achievable, realistic and timed.
- Deal with incidents of inappropriate behaviour by following the school’s procedures
- The learning environment in both the school and residential setting is low arousal and students’ sensory processing needs (where appropriate) are addressed throughout the day
- Regular and positive feedback is provided aimed at encouraging and reassuring the student for doing the right thing; in the form of verbal feedback, gestures and reward systems
- Providing a visual structure to the day through the use of visual schedules in both school and residential settings
- Structuring each session, demonstrating to the student “what work”, “how much work”, “concept of finished” and “what next”
- Empowering students to communicate effectively through augmented systems where appropriate
- Rewards/favourite tasks built into lessons and residential activities
- Recognition of effort and achievement, through display, accreditation, certificates, photo records shared with parents and carers, recording on behaviour watch
- Promoting safety when students use technology devices
- Encourage, where possible, to develop strategies with supporting self-management of behaviour, emotions board, zones of regulation
- Use schools reporting forms consistently and accurately to record
- Give choices if a student is able to make them. Support by using preferred communication method
- Re-establish the relationship as soon as possible after correction
### All Students

- Be kind and respectful to others
- Make appropriate and safe choices
- Follow instructions given by staff
- Respect the opinions and beliefs of others
- Follow activities on timetables
- Take care of the school environment
- Take time out in a safe place
- Accept help and support from staff

### All Parents/Carers

- Work in partnership with staff to promote good behaviour
- Inform staff of any concerns, significant information both positive and negative
- Respond to concerns raised by members of staff
- Sign and return copies of Individual Management Plans and Risk Assessments
- Keep Doucecroft School Services informed of medical issues/medication

### All Governors

- Ensure that arrangements are made to safeguard and promote the welfare of students across the school services under Part 3 of The Independent Schools Standards and Part 12 of National Minimum Standards
- Conduct monitoring visits
- To be Doucecroft School Services Critical Friend
15. **Incident Flow Chart**

**Procedures for reporting, recording, discussing and managing incidents**

- **R.P.I’s**
  - Staff and Student Debrief to be completed within 24 hrs
  - Update students' Intervention Log
  - Update IMP/RA as required
  - Weekly statistics of RPIs to be discussed during class/house
  - Sanction log completed by SMT, if sanction imposed
  - Monthly analysis of RPIs to be discussed in class/residential meetings. Evidence of recommendations being actioned

- **Bullying**
  - Debriefs offered/ student affected by form
  - SMT informed Discussion class/ house meetings
  - Update students' intervention log
  - Update IMP/RA as required
  - Sanction log completed by SMT if sanction imposed
  - Incidents of bullying monitored by PBS team and shared with key staff

- **Other**
  - Debriefs offered
  - Discussion class/ house meetings
  - Update students' intervention log
  - Update IMP/RA as required
  - Sanction log completed by SMT if sanction imposed
16. Guidance

Debriefing (Positive Learning)

It is recognised that a member of staff exposed to violent incidents or repeated use of physical intervention may experience a variety of emotions, and that people respond to physical danger and psychological stress in different ways.

The process of debrief/positive learning can only begin after all involved have been given time to recover from the incident. Having been involved in an incident, members of staff have the opportunity to take a short break, compose themselves, and if they wish, discuss the incident wherever possible with a senior member of staff or a colleague.

It is important that there is an appropriate forum for members of staff to discuss their issues and feelings regarding an incident to continue to allow them to work with a particular student. This will occur during debriefs and staff supervision.

The purpose of debriefing/positive learning is to help the member of staff and student to recover, rebuild and restore positive relationships. The approach taken towards this will centre upon the wishes of the staff involved. The aims of the debriefing process are to:

- talk about what happened in a non-blaming, supportive and caring manner
- explore how the member of staff felt before, during and after the incident
- use the opportunity to discuss underlying causes and issues that led to the incident
- examine what techniques were used and learn from the outcomes to inform future interventions, considering if the least restrictive interventions were used.
- develop or amend existing strategies for management plans in the future
- Provide mutual support.

It should also be recognised that the student involved may need to be afforded similar opportunities. Staff should support the student to use this as a learning opportunity.

Students who witness an incident of restrictive physical intervention should also be offered to opportunity to debrief.

The School Services have access to and can make available to staff the services of a professional counsellor.

In the event of a major incident, a member of the Senior Management Team will contact the member of staff concerned (or their next of kin) through a welfare call to check on their well-being and to explain that the matter will be shared with the Human Resources Officer at Head Office, who will become their first point of contact. The Senior Manager will then advise the HR Officer. The HR Officer (or Health & Safety Officer in the absence of the HR Officer) will assume responsibility for the management of the post-incident welfare matters. The role of the SMT thereafter is to co-ordinate the post incident management within the school, including debriefings, liaison with parents, external agencies etc. Parents can access the services from Autism Advice if appropriate.
Information about Team-Teach principles, training and RPI risk assessing.

(Team-Teach Advanced Tutor manual v 2018 3, page 20) Video Clips and Information relating to Team-Teach can be accessed from: www.team-teach.co.uk.

The main principle of Team-Teach is to maintain a safe physical and emotional environment for all whilst maintaining positive relationships with children and adults. The principles employed by Team Teach are to use the biomechanics of the body to reduce reliance on power and strength.

RPI's are only employed in the best interests of the student. Members of staff must be able to use their professional judgement in these very difficult situations, which are likely to demand split-second decision making. When making split-second decisions members of staff should consider what they would want somebody else to do in similar circumstances if that was their child, parent or other loved one. Such decisions are called dynamic risk assessments and members of staff should get in the habit of making reference to them in reports. They should explain which options were available and why they chose one in preference to another. In an emergency situation the dynamic risk assessment may include a judgement of the capacity of the person at that moment to make a safe choice.

RPI's are minimised by the adoption of risk assessments and preventative strategies as documented in the students IMP.

Staff Training

The aims of staff training in respect of behaviour management are:

- for staff to work within the relevant School policies
- for staff to work as part of a team
- to equip staff with a range of de-escalation skills
- to give staff the confidence to deal with behavioural difficulties
- to acknowledge the rights and dignity of students
- to teach staff a range of non-harmful techniques in responding to behaviours that challenge
- to give students a feeling of safety and protection
- to promote the welfare and best interests of the students
- recognize bullying in the context of autism

Members of staff are familiarised during induction training with the complexities of autism, and the range of the School Services’ policies, procedures and practices in place to address the needs of students.

The behaviour management policy forms an integral part of induction training, though it is recognised that the confidence and competence in effectively managing a student’s behaviour is based upon experience, knowledge of the student, consistency and teamwork.

All members of staff are provided with training in low arousal and de-escalation, managing challenging behaviour and Restrictive Physical Intervention. This is taught as part of the Team-Teach holistic approach.