

# Horton Lodge Community Special School

‘Working hand in hand to achieve potential’



## Positive Behaviour Policy

**Approved by:** The Governing Body

**Date:**

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## 1. Behaviour Principles

This policy is based on the following statement which outlines the principles and guidance on school behaviour provided by our governing body to guide the Head Teacher in determining measures to promote good behaviour:

*'At Horton Lodge we believe all behaviour is a form of communication. We are committed to understanding the underlying needs behind each pupil's behaviour and supporting them in ways that are safe, respectful, and relational. Our approach is trauma-informed, child-centred, and firmly grounded in Positive Behaviour Support (PBS), restorative practices, and Team Teach strategies. We aim to create a nurturing environment where pupils feel safe, understood, and able to engage in learning. All staff are trained and supported to use preventative strategies, build meaningful relationships, and respond to behaviour in a consistent, respectful, and therapeutic way.'*

*'We promote good behaviour by creating a happy and stimulating school environment where everyone feels valued, respected and secure and is prepared for life outside school. Well-being is paramount. We believe that pupils want to behave well and can learn to improve their behaviour. Positive achievement and behaviour are a priority in order to raise self-esteem and ensure that pupils achieve their full potential. Praise and motivators are a fundamental feature of delivering a positive environment. No punishment is ever appropriate. Natural consequences and verbal reprimands are utilised when required and, in these instances, it is always the behaviour that is criticised – never the child. All staff have a responsibility to manage behaviour and provide positive role models. We are committed to ensuring an effective partnership between school, parents and the community.'*

The Governing Body agree to review these principles on an annual basis.

In addition to the above, attached are the following important appendices:

- Understanding Article 24 of the Convention on the Rights of Persons with Disabilities UNICEF September 2017) (Appendix 1)
- Touch Policy (covers Physical Intervention) (Appendix 2)

## 2. Aims

Our overarching aims and ethos:

- Relationships between staff and child, child and child, and staff themselves should be based on mutual trust, respect, politeness and individual rights.
- Children should be valued equally regardless of background, ability and temperament.
- To ensure all pupils are supported to self-regulate and communicate in positive and safe ways.
- To understand the function and communication behind behaviours of concern.
- Success and achievement should be judged as being relative to the individual and celebrated in a variety of ways.
- Members of staff should set high standards of behaviour and provide a positive, encouraging and friendly atmosphere in which pupils can be involved in their own learning with confidence and receive appropriate support.
- Members of staff should establish a warm and trusting relationship with the children for whom they have immediate responsibility.

- Bullying in any form is deemed unacceptable behaviour at Horton Lodge School.
- Children will develop social and communication skills to enable participation in society in a way that is appropriate for them.
- Children will be supported to develop self-respect and positive regard for others and their environment.
- To provide clear, consistent support tailored to each pupil's individual needs.
- To achieve the aims of the National Minimum Standards for residential special schools (Sept 2022) in promoting positive behaviour and relationships (Part H).

Within this we want the policy to reflect our understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner allowing them to be ready to engage with their learning and reach their full potential.

### 3. Legislation and Guidance

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- ✓ Education Act 1996
- ✓ Education Act 2002
- ✓ Education and Inspections Act 2006
- ✓ Health Act 2006
- ✓ The School Information (England) Regulations 2008
- ✓ Equality Act 2010
- ✓ Voyeurism (Offences) Act 2019
- ✓ DfE (2013) 'Use of reasonable force'
- ✓ DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- ✓ DfE (2018) 'Mental health and behaviour in schools'
- ✓ DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- ✓ DfE (2023) 'Keeping children safe in education 2023'
- ✓ DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- ✓ DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- ✓ DfE (2024) 'Mobile phones in schools'
- ✓ DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

### 4. How we promote positive behaviour at Horton Lodge

#### ➤ Relational and Restorative Approaches

We recognise the power of relationships in promoting emotional regulation and positive behaviour. Our school fosters:

- ✓ **Co-regulation**, where trusted adults help pupils return to a state of calm.
- ✓ **Emotion coaching**, helping children name and understand feelings.

- ✓ **Restorative conversations**, adapted to each pupil's level of communication, to rebuild trust and repair harm.
- ✓ **Consistency and predictability**, which are key to helping pupils feel safe.
- **Attachment Aware, Trauma Informed** – this means that we utilise practices that emphasise emotional regulation, trust and positive relationships, this is drawn from academic research in educational psychology and neuroscience. We acknowledge that many of our pupils may have experienced trauma or significant adversity. Our staff:
  - ✓ Are trained to recognise signs of trauma and respond with empathy.
  - ✓ Focus on relationships as the foundation for all interactions.
  - ✓ Avoid punitive responses and instead focus on emotional safety and regulation.
- **Principles of Positive Behaviour Support (PBS)**

PBS at Horton Lodge is based on:

  - ✓ **Understanding behaviour** through functional assessment.
  - ✓ **Proactive support** to reduce triggers and promote positive engagement.
  - ✓ **Teaching new skills** to replace behaviours of concern.
  - ✓ **Environmental adaptation** to meet individual sensory, communication, and physical needs.
  - ✓ **Consistency and clarity** for pupils across all staff and settings.
  - ✓ **Family and multi-agency involvement** in planning and reviewing strategies.
  - ✓ **Individual Support and Planning**

Each child with behaviour support needs has a **Positive Behaviour Support Plan (PBSP)** that includes:

    - Communication needs and preferences (e.g. AAC, symbols, PODD).
    - Known triggers and calming strategies.
    - Preferred adults and support routines.
    - Physical needs, including positioning and access.
    - De-escalation and intervention guidelines.
    - Sensory processing profile (if applicable).

Plans are written with input from the child (where possible), family, therapists, and other professionals. Plans are reviewed termly or after significant incidents.
- **Team Teach**

We are a Team Teach school. Many staff are trained in using de-escalation, communication, and safe physical interventions when absolutely necessary.

Key principles:

  - ✓ **95% of Team Teach is preventative**: supporting staff to use body language, tone of voice, distraction, and space to reduce escalation.
  - ✓ **Physical intervention is a last resort**, used only to keep the pupil or others safe.
  - ✓ **Any intervention is reasonable, proportionate, and necessary**, and always in line with a pupil's Positive Behaviour Support Plan (PBSP).
  - ✓ **All incidents are recorded and reviewed**, and staff and pupils are offered time to reflect and repair relationships.

➤ **Proactive Environment**

Our proactive strategies include:

- ✓ **Visual timetables and now-next boards** to support predictability. Routines support our pupils to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing children to develop their ability to self-regulate.
- ✓ **Sensory regulation strategies**, including access to sensory areas, movement breaks, sensory circuits, individualised 'worry box/calming resource', worry monsters in each classroom and we are developing a nurture space also.
- ✓ **Structured routines** with flexible adjustments as needed.
- ✓ **Personalised communication support**, including symbol support, Makaton, eye gaze, AAC, etc.

➤ **Staff Training and Wellbeing**

All staff:

- ✓ Receive **regular training** in Team Teach, trauma-informed care, PBS, communication strategies and relational and restorative practises.
- ✓ Are supported to debrief after incidents and seek support when needed.
- ✓ Are encouraged to reflect, learn, and improve practice through coaching, and team reflection.

➤ **Monitoring and Evaluation**

- ✓ All behaviour incidents are logged using our school's recording system.
- ✓ Data is monitored by the Behaviour Lead and Designated Safeguarding Lead (DSL) to identify patterns, inform training needs, and improve practice.
- ✓ Parents and carers are kept informed and involved in reviewing support plans.

➤ **Rewards:** Many of the activities at school are highly rewarding to the children and they will serve as motivators for considerable lengths of time. There are however a wide range of other types of rewards available for motivating children further and more importantly for establishing trusting relationships between them and staff. The use of rewards and motivators is considered on an individual basis. Examples include:

- ✓ Social rewards such as smiles and thumbs up.
- ✓ Praise (see separate section) including signing and symbols.
- ✓ Symbolic rewards such as stickers, certificates, class 'star / .....of the day. Where possible awards should be given immediately.
- ✓ Messages to parents via SeeSaw app or a verbal comment if they are in school.
- ✓ Special responsibilities
- ✓ Rewards should be given consistently by all members of staff. Celebration of achievement and effort is acknowledged at the end of all lessons and activities.
- ✓ Celebrating successes and achievement is the focus for the whole school assembly at the end of the week in which certificates are awarded –
  - Achievement Awards – these are awarded by the class staff for genuine 'achievements' in progress individual to each child.

- Star of the Week – each class gives out one ‘Star of the Week’ certificate in the assembly and shares with everyone the reason behind the award which is then sent home.
- Headteacher’s Award – this is something presented by Lucy to children (or staff) who have done something above and beyond an achievement or star of the week award.
- ✓ The Annual 'Oscars' award celebration assembly is held at the end of each academic year and has a focus on physical achievement or other areas of significant improvement.
- **Praise:** We are committed to the development of a positive environment in which praise is a fundamental feature. At Horton Lodge we use ‘descriptive praise’, this is about noticing and mentioning exactly what the child has done right. When we point out what a child is doing right it motivates them to do more of it. In paying attention to their positive behaviour, we are reinforcing the behaviours that we want to promote, e.g. “I Liked the way you...” in addition to raising self-esteem and supporting behaviour for learning.
- **Natural consequences:** We use **natural consequences**, linked to pupils' choices, rather than punitive sanctions. Our approach encourages accountability and learning from mistakes. If behaviour is unsafe or disruptive:
  - ✓ Proximity praise
  - ✓ Calm, non-verbal cues or quiet verbal reminders
  - ✓ Sensory or movement breaks
  - ✓ Time to regulate before rejoining the group
  - ✓ Restorative support post-incident

Pupils are supported to rejoin the group as soon as they are ready.

➤ **Unacceptable Practices**

We never use:

- ✓ Corporal punishment
- ✓ Denial of basic needs (e.g. food, toileting)
- ✓ Shaming, humiliation, or blanket sanctions

Our approach is grounded in dignity, empathy, and understanding the individual needs of each child.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.
- The governor who oversees behaviour as part of the SEND link role is Alison Lee.
- All governors regularly monitor behaviour incidents as part of the Headteacher termly report and the Designated Safeguarding Leads termly report to governors.

## **5.2 The Headteacher – Lucy Bloor**

The Headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

The Headteacher will: -

- Determine the detail of the standard of behaviour that is acceptable to the school and prevent bullying.
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected.
- Promote good behaviour by forging sound working relationships with everyone involved with the school.
- Work with the 'HortonEars' (Pupil Voice) to encourage good behaviour and respect for others.
- Report to the Governing Body on the effectiveness and development of this policy.

**5.3 DSL / Behaviour Lead – Geraldine Fallows and The PSHE Lead – Jo Kell** are responsible for the implementation of this policy and will: -

- Oversees training of staff to an appropriate level for their role.
- Monitor the record keeping and follow up actions in relation to incidents.
- Work with class teachers, class staff, parents and other professionals to develop, implement, monitor and review positive behaviour support plans.
- Support the Headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school.
- Work with the class teams and external agencies to address any behaviour issues or incidents.
- Ensuring that any incidents of bullying are logged on My Concern and dealt with appropriately.
- Liaise with other agencies and/or external services if necessary.
- Support staff in developing, implementing and reviewing positive behaviour support plans along with the child if appropriate and their parents/carers.
- Publicise the school's positive behaviour policy to staff, parents and pupils on an annual basis.

This list is not intended to be exhaustive.



## **5.4 The staff**

School staff are expected to:

- Be consistent and fair in their approach to supporting behaviour and following positive behaviour support plans.
- Encourage good behaviour and respect for others in pupils by modelling and demonstrating respect and care for others.
- Deal appropriately with behaviour using positive behaviour support:
  - Apply rewards fairly and consistently.
  - Contribute to staff meetings and discussions.
  - Provide well planned, interesting lessons. If we can meet each child at his/her point of learning, in most cases poor behaviour is likely to decrease.
  - Attend training on behaviour management when requested.
  - Ensure the health and safety of the pupils in their care.
  - Encourage involvement and co-operation of parents.
- Foster successful, enabling relationships by:
  - Actively building trust and rapport with all children.
  - Demonstrate belief in the pupil – that s/he can succeed.
  - Always treat the pupil with dignity and respect e.g. by saying 'thank you'; by listening carefully, using their chosen name.
  - Hear the message behind the word/behaviour; ask yourself why the pupil is behaving in this way - there will always be a reason; what is the behaviour communicating?

This list is not intended to be exhaustive.

## **5.5 The pupils**

As individuals, members of teams, members of the school community pupils are expected to:

- Be calm, polite and kind to self and others.
- Take responsibility for their learning.
- Celebrate the differences of others.
- Focus on their own choices and not those of others.
- Always try their personal best.
- Respect themselves and others.
- Support their peers to improve their behaviour, in line with this policy.

## **5.6 Parents**

Parents are encouraged to:

- Support their child in learning to manage their own behaviour.
- Support the school's approach to positive behaviour in line with this policy.
- To attend meetings as required.
- Work in partnership with the school to support their child at home and in school.

## **5.7 Visitors, volunteers and members of the community**

Visitors, volunteers and members of the community who come to the school will be made aware of this policy and expected to read and follow it.

## **6. Bullying (including Cyber-bullying)**

### **6.1 Please refer to the Anti-Bullying Policy**

## **7. Managing Allegations**

In the instance of an allegation being made against a member of staff by a pupil, procedures detailed in the school's policy - Managing Allegations of Abuse Made Against Adults Who Work with Children – will be followed.

If this allegation is then determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate.

In addition, appropriate counselling and support would be offered to the pupil/pupils who made the allegations and, where appropriate, their parents. This should be by the time the member of staff returns to school. This would consider the pupil's individual special needs where a false or malicious allegation has been made.

## **8. Monitoring arrangements**

The Head Teacher and DSL monitor the major incidents of behaviour logged onto My Concern. They also monitor other behaviours in conjunction with class teachers, for example those noted and analysed for the on-going recording of Positive Behaviour Support Plans.

This policy will be reviewed every other year unless a change of procedures is deemed necessary before this. The policy will be developed, discussed and agreed with the governing body, in particular Alison Lee who leads in this area.

## **9. Sharing the policy with all stakeholders**

Communicating the school policy to all members of the community is an important way of making our behaviour expectations transparent to all stakeholders. As a maintained school our positive behaviour policy will be shared with parents, staff and pupils in writing on an annual basis as per Section 89 (6) of the Education and Inspections Act 2006. We will do this to ensure that 'expectations of, and responses to, behaviour are consistent, fair, proportionate and predictable. The policy will also be published on the school website.

## 10. Links with other policies

This Promoting Positive Behaviour Policy is linked to our:

Safeguarding Policy (including Child Protection)  
Child on Child Abuse Policy  
Anti-bullying Policy  
Online Safety Policy  
Mobile Phone Policy  
ICT and Acceptable Use Policy  
Staff Code of Conduct  
PSHE Policy  
RSE Policy  
Managing Allegations of Abuse Made Against Adults Who Work with Children

<b>Policy Lead</b>	Geraldine Fallows	<b>Date:</b>	
<b>Link Governor</b>	Alison Lee	<b>Date:</b>	
<b>Chair of Governors</b>	Jon Harris	<b>Date:</b>	

## **Appendix 1: Understanding Article 24 of the Convention on the Rights of Persons with Disabilities (UNICEF September 2017)**

The right to education applies to all children. Article 24 describes what is needed to ensure that children with disabilities are able to realize this right:

- ✓ Non-discrimination: Children with disabilities must be able to access education without discrimination and on the basis of equality. This means the right not to be segregated, and to be provided with all the support they need. All barriers must be removed - legal, physical, communication and language, social, financial and attitudinal barriers.
- ✓ Aim of education: Education should promote the full development of all the abilities and potential of children with disabilities, support them to participate fully in society, and provide them with understanding of human rights, diversity, tolerance and respect for the environment.
- ✓ No exclusions: children with disabilities must never be excluded from the general education system. Any legislation that limits their access must be repealed.
- ✓ Access to primary and secondary education: children with disabilities must have access to inclusive, quality and free primary and secondary education in the communities where they live.
- ✓ Reasonable accommodation: Students with disabilities must be provided with 'reasonable accommodation' to help them have an education on an equal basis with others.
- ✓ General support: Students with disabilities are entitled to general support to enable them get the most out of their education. This might include, for example, having enough trained and supported teaching staff, school counsellors, psychologists, and other relevant health and social service professionals, as well as access to scholarships and financial resources.
- ✓ Individual education plans: Every student with a disability should be provided with an individual education plan that sets out the accommodations and support they need. These plans should be developed together with the student. They should be monitored regularly and be designed to help them be fully included. The student should be able to make a complaint if the support they need is not provided.
- ✓ Providing for specific impairments: Certain groups of students may require specific services so that they can acquire the life, language and social skills to help them benefit fully from their education. For example:
  - Blind and partially sighted students need to be able to learn Braille and other alternative communication modes, as well as orientation and mobility skills
  - Deaf and hard of hearing students must have the chance to learn sign language and have their linguistic identity promoted, as well as access to quality speech therapy services, induction loop technology and captioning.
  - Learners with communication impairments must be provided with the opportunity to express themselves using alternative or augmentative communication including

sign language, low- or high-tech communication aids such as tablets with speech output, voice output communication aids (VOCAS) or communication books.

- Learners with social communication difficulties must be supported through adaptations to classroom organisation, including working in pairs, peer tutoring, seating close to the teacher and the creation of a structured and predictable environment.

- Learners with intellectual impairments must be provided with easy-read teaching and learning materials within a safe, quiet and structured learning environment.

- ✓ Trained teachers: Teachers must be trained to work effectively in inclusive environments. And teachers with disabilities must be recruited and trained. Teachers with disabilities in schools will help promote equal rights, provide unique expertise and skills, contribute to breaking down barriers and serve as important role models.

## **Appendix 2: Touch at Horton Lodge (covers physical intervention)**

Within Horton Lodge School most pupils will, at some stage, experience a physical intervention from staff. The purpose of this policy is to identify the range of physical intervention from frequent actions in support of some pupils with dressing through to unforeseen and emergency actions such as a restrictive physical intervention. At all times throughout the day pupils are encouraged to be as independent and as active as possible. However manual facilitation is still very often necessary to ensure safety and increase learning opportunities. Each pupil has an Individual Education Plan, a Manual Handling Risk Assessment and Care plan in which specific, individual details are documented.

This policy reflects national standards which form part of 'Positive and Proactive Care: Reducing the need for restrictive interventions,' Department for Health 2014.

This policy deals with the need to consider the circumstances in which a physical intervention may take place, recognised school procedures including planning and recording. It should be read in conjunction with the school Behaviour Policy.

Physical interventions may be defined as:

- Touch as part of the learning programme
- Touch for care and management of physical/medical needs
- Touch or restrictive physical interventions as responses to challenging behaviour

At Horton Lodge School all aspects of physical interventions are recognised as sensitive issues. Key aspects of our practice are:

- Training
- Recording
- Reporting
- Monitoring

### **Training**

Appropriate training is provided for staff as follows:

- Manual handling training by an appropriately qualified professional
- Medical training from school nurse, specialist medical professionals for intimate care, medical procedures and administration of medication
- Advice on assisted eating programmes for individual pupils is sought from school nurse and parents initially and subsequently from dietician, speech and language therapist etc

Wherever possible, training needs for staff specific to an individual pupil are identified and met prior to the pupil starting at school.

## **Recording**

All pupils have an Education Health Care Plan (EHCP) which are reviewed annually with parents/carers and other professionals. A review meeting provides the formal opportunity to indicate any physical interventions that are used with an individual pupil. Individual education plans and individual care plans are developed termly and these contain any new need for physical interventions if they were required.

Each child has a personal Manual Handling Risk Assessment procedure. This assesses each change of place and position in terms of least possible risk to the child and helper. Positive Behaviour Support Plans (PBSPs) are reviewed termly and updated as the situation changes.

**Physical interventions** that may form part of a daily learning programme.

This includes:

## **Manual facilitation** across the day

- Horton Lodge School delivers the curriculum using the principles of Conductive Education. All children take part in a variety of physical programmes and are taught in a holistic manner (multi-disciplinary teams working together). During the lessons and programmes children are likely to need varying degrees of support from staff. Support includes hand over hand facilitation.
- When pupils are placed in wheelchairs, on the toilet or in supported seating it is necessary for staff to manually facilitate. The specifics of how each child is seated are recorded in the individual pupil records.

## **Task Series**

- The majority of children take part in the task series each day. This may be carried out in lying position or standing position, in all cases some manual facilitation will be necessary. This facilitation will always be kept to the minimum possible level and children will be encouraged to participate as actively as possible.
- Facilitation is provided in order to keep the child in a secure and safe position or after the child has initiated a movement which he/she can then not complete independently.
- Facilitation is also necessary in order to achieve and maintain postures that are beneficial to the child.
- During the Task Series facilitation will often consist of encouraging the children to carry out movements or maintain positions which are different from those they would carry out naturally.

## **Passive Stretching**

- The majority of pupils need to have passive stretches in the morning. This is a series of physical movements carried out on the child by a member of staff to stretch the muscles and loosen them ready for activity throughout the day.
- These passive movements are carried out in groups and are specified by the physiotherapists in each child's physical management programme.

### **Accessing the toilet**

- Pupils may use supported seating on toilets to give them maximum possible independence and safety. In this way they are able to have some privacy when going to the toilet.
- Pupils will need support in getting on and off these toilets. This is done with regards to safe manual handling procedures. Pupils will be told what is happening and will be handled with dignity. Some pupils (including younger ones on potties) will need manual facilitation when on the toilet/ potty in order to prevent falling and to maintain correct procedures. This facilitation will be issued at shoulders, hips or knees as necessary.

### **Mobility**

- Pupils are encouraged to be as independent and active in mobility as possible. In order to do this they are given opportunities to move in a variety of ways at different times during the day. For example they may use an electric wheelchair sometimes and at other times takes a few steps, holding onto a ladder and receiving facilitation from one or two members of staff.
- When stepping pupils may need facilitation at hips, between their knees, at their shoulders and/ or at their elbows. The minimal possible facilitation will be used.
- Pupils (particularly younger ones) may choose to do some mobility activities on the floor, rolling, crawling and/ or pulling themselves along. If facilitation is necessary for these activities it will often be at the hips, knees and/ or elbows.
- Pupils often use trikes at school and will usually need facilitation in mounting and dismounting. This will be done in ways which encourage maximum active participation from the pupil and within manual handling safety guidelines. They may also need foot sandals to maintain their feet on the pedals and a waist belt for security.

### **Supported Seating and the Use of Splints**

- Children are encouraged to sit as independently and as actively as possible. However some children need to be in supported seating for at least some elements of the day. Some will also wear leg and/ or arm splints to help them achieve extended limbs, maintain a safe grasp and keep themselves successfully supported in sitting. These are not to be used for purpose of restraint.
- Arm and leg splints are only used to encourage, increase and aid extended arm and/ or leg positions. This decision is made under guidance from the physiotherapists.
- Supported seating is used with the minimal possible number of straps. When and how the pupil will use this method of seating is recorded in the individual physiotherapy records.

### **Mealtimes**

- At mealtimes pupils are learning how to be as independent as possible but may need some assistance. Each pupil has an individual mealtime plan that outlines specific details of the mealtime routine. It is the responsibility of the class team to update these checklists.
- Pupils will be seated so that they can be as independent as possible at mealtimes. This may involve supported seating or the use of an arm splint in some cases.



- Pupils are encouraged to assist with their eating. Therefore, they will often hold the spoon with a member of staff's hand over theirs to help maintain the grasp and guide the spoon. However, it is the pupil that initiated the movement of the spoon and the member of staff responds to this. In this way the pupil dictates when and how much food is wanted.
- Drinking is carried out in the same way as eating, with the minimal possible amount facilitation.

## **Medication**

Physical interventions detailed on care plans include:

- administering emergency medication such as epilepsy, oxygen and suction in accordance with their Medical Care Plan
- epi-pens for anaphylactic reactions
- inhalers, nebulisers

## **Intimate Care**

Support includes:

- personal hygiene support for continence, menstruation
- support for developing independence skills in personal hygiene
- insertion of catheters, naso-gastric tubes etc
- supporting pupils at meal/snack times where there may be physical or behavioural difficulties

## **Restrictive Physical Intervention and the use of reasonable force**

Our pupil population has vulnerable pupils with complex medical needs and physical disabilities. It is however acknowledged that on occasion and as a last resort staff may find themselves in unforeseen or emergency situations when they are required to use reasonable force to manage a crisis. Pupils whose behaviour may be very challenging would be looked at on an individual basis to ensure correct placement and identify if additional staff training is required.

The following information is taken from;

DfE Behaviour in schools: Advice for headteachers and school staff (September 2022)

Section 93 of Education and Inspections Act 2006

DfE Use of reasonable force - Advice for Headteachers, staff and governing bodies" July 2013.

- Detailed advice can be found in the DfE document Use of reasonable force.
- The term reasonable force covers the broad range of actions use by staff that involve a degree of physical contact to control or restrain children. *Reasonable* in these circumstances means 'using no more force than is needed'.
- Control or restrain – this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

- All members of school staff have a legal power to use reasonable force and here at Horton Lodge this would include making reasonable adjustments for our children who have disabilities and special educational needs.
- School staff may also use reasonable force where a pupil is affecting the maintenance of good order and discipline. Examples of which include:
  - Removing a disruptive pupil from the classroom when they have been instructed to leave but have refused.
  - Preventing a pupil behaving in a way that disrupts a school event or a school trip.
  - Preventing a pupil leaving a classroom or school where allowing this would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

### **Post-incident support and reporting**

If an incident required the use of restrictive physical interventions, we understand that this could be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures. If restrictive physical intervention is used, (action by a member of staff that is against the will of the child) staff should report this to the Senior Leadership Team and a record will be made using the Staffordshire County Council format. The school ensures that parents and the local authority are informed about these incidents in accordance with agreed local procedures and time scales. Unplanned physical intervention will trigger a risk assessment possibly followed by a Care Plan if future incidents are expected.

### **Positive behaviour support**

All staff at Horton Lodge should adopt a positive approach to improving behaviour to reward effort and application, and to build self-esteem.

- Find out why this child behaves as he or she does.
- Understand the factors that influence this child's behaviour.
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It is best practice that behaviour management plans are formally agreed and signed by staff and parents. Copies of plans should be shared with other provisions such as respite. Plans should be formally recorded in accordance with school procedures and set out the action taken to:

- Meet the pupil's needs.
- Encourage the pupil to make positive choices and develop self-control.
- Support the pupil in difficult situations.
- Safely manage crises if and when they occur.
- Support the family to manage their child's behaviours.

Use of physical interventions in unforeseen and emergency situations It is recommended that:

- Before using physical interventions staff attempt to use diversion or diffusion to manage the situation
- When using physical interventions staff must use techniques and methods with which they are competent, confident and permitted by the school.
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) - staff manage the situation as best they can.
- Staff should always report and record use of restrictive physical intervention that occurs in unforeseen or emergency situations, using school procedures.
- Pupils should be given opportunity to comment on instances of physical intervention using comment sheets. Completed sheets to be attached to record sheets.