



**Hob Moor Oaks**

**Positive Behaviour,  
Emotional Regulation &  
Physical Intervention  
Policy**

September 2022

## **1. PRINCIPLES**

Hob Moor Oaks Academy is part of Ebor Academy Trust. This policy sits alongside Ebor Trust policies of Behaviour, Exclusion and Anti-bullying. Please visit our website for these additional policies.

The Federation of both Hob Moor Oaks Academy & Hob Moor Primary Academy recognises that every member of the school's community has the right to work in a calm, safe environment when here we encourage respect for others, good manners and self-discipline.

We aim to prevent all forms of inappropriate behaviour across the school and to foster an atmosphere in which pupils enjoy learning, are keen to participate in activities, trust and cooperate with each other and in which everyone's self-esteem will be enhanced.

At Hob Moor Oaks Academy encouraging and reinforcing good behaviour is recognised as a collective responsibility. When dealing with a situation where teaching and learning are compromised, staff will work to maintain pupil's self-esteem. It must be made clear to pupils that it is the behaviour which is unacceptable not the pupil.

Our behaviour policy will support these aims by:

- maintaining high expectations throughout the school day in a range of learning environments
- Providing rewards for good behaviour and consequences for unacceptable behaviour are clearly identified for children and adults working in partnership with parents, carers and governors
- showing and encouraging respect and tolerance for all
- valuing the contributions of each person in the team

## **2. ROLES AND RESPONSIBILITIES**

### **PUPILS**

**In the classroom pupils will be expected to:**

- enter and leave the classroom in a respectful manner
- follow instructions promptly, allowing learning and teaching to take place
- Be polite, respectful and considerate of the needs of everyone
- use equipment safely and sensibly being aware of people around them.

**Around the school pupils are expected to:**

- behave in a calm, safe, sensible manner
- show consideration for everyone and everything

- stay within the agreed boundaries at break and lunchtimes
- Respect the federation building to ensure the learning of others is not compromised

## **STAFF**

Staff must accept a collective responsibility for the good behaviour of pupils by consistently:

- presenting themselves as good role models
- maintaining a positive attitude towards all pupils
- stimulating and motivating pupils through the delivery of an effective, purposeful, differentiated curriculum
- holding high expectations of pupil achievement and behaviour taking responsibility to investigate all reported or suspected incidents of bullying

All staff log areas of concern and rewards using the school's recording software CPOMS. Telephone calls or messages on Tapestry Care Diary or in paper home/school books are then used to inform the parents of both unacceptable behaviours and of positive actions made by the pupils. CPOMS data analysis will lead to intervention strategies, areas of CPD for staff and for ensuring a consistent approach by all staff.

### **In discussion with pupils, staff will:**

- establish and explain why the behaviour is unacceptable.
- explore the effect that the behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage pupils to think of or offer some alternative strategies problem solve
- highlight areas of progress, reward and outstanding achievement

Staff will seek support for avoiding further situations in the future from Behaviour & Well-Being Team and/or Phase Leaders/Assistant Heads of School and NAPPI Trainer.

## **3. EMOTIONAL REGULATION PLANS**

### ***“All behaviour has meaning”***

At Hob Moor Oaks we have many pupils with a range of sensory preferences. These preferences can affect their seven senses:-

- Sight
- Smell
- Touch
- Hearing
- Taste
- Vestibular

- Proprioception
- Interoceptive

Many pupils at Hob Moor Oaks need strategies and/or timetabled opportunities to regulate hyper or hypo-sensitivities.

These strategies could be:-

- Use of ear defenders
- Reduced visual information in classrooms (low distraction classrooms)
- Sensory movement breaks - use of trampette, exercise ball
- Access to a weighted blanket or vest

Staff at Hob Moor Oaks Academy work closely with parents and multi-agency professionals to understand these sensory preferences and develop strategies that are planned and embedded into an Emotional Regulation Plan (See Appendix). Class teams will work with parents & other professionals to complete sensory preference assessments if needed. If pupils cannot access these strategies or tool kits they may become dysregulated, meaning their behaviours escalate and additional support is required to keep them and others safe, happy and ready to learn.

When writing an Emotional Regulation Plan, Class Teams will use a Lalemand Scale to identify both Red and Green parts of the scale. The Green Behaviour Scale and strategies that should be used all the time when working with an individual, these reduce stress and increase quality of life, along with identifying how to work with an individual to promote their independence and encourage them to take an active role in decision-making. Therefore enhancing an individuals quality of life and increasing their wellbeing, reducing the likelihood of behaviour of concern arising.

The Red Behaviour Scale identifies early signs of an individual's distress, (Secondary Strategies). Person centred strategies are developed to de-escalate the individuals behaviour, or to support them to self-manage. The Tertiary Strategies on the Red Behaviour Scale is when a behaviour of concern is actually occurring. Sometimes it is necessary to bring about a resolution and a return to safety for everyone. See Appendix

The aim of using the Lalemand Scale when writing an emotional regulation plan is to explore the strategies that give people the right support at the right time. This support will be based on our understanding of the individual, and will be actively implemented, monitored and reviewed.

#### **4. CREATING A SUPPORTIVE CULTURE**

In line with this policy, pupils and staff will be provided with support to help them meet the challenge of behaving appropriately in school. Central to this is early identification of those at risk and implementation of early intervention strategies.

##### **PUPIL SUPPORT:**

- pupils identified/discussed at WEB staff meetings to identify targeted support.
- use of reward charts or 'working for' boards can be implemented
- review of class timetables will be completed to ensure the pupil has appropriate times for additional movement activities, reward time, additional structure if and when needed.
- use of Tapestry Care diaries and home-school diaries will give detail of behaviour incidents throughout the day
- WEB team to provide 1 to 1 behaviour/pastoral support sessions with class teacher or team member to unpick triggers and develop Emotional Regulation Plan (5 point scale) which will include NAPPI Primary strategies including "High Quality Relaxation, Caring Communities and Productivity.
- Class teacher or WEB team link with parents/guardians via telephone or email
- EHCP behavioural outcomes to be discussed/reviewed with pupil/parents/guardians.
- WSP (Wellbeing Support Plan) to be written for pupils identified as posing a foreseeable risk
- opportunities to access Personalised Learning Programmes
- communication with multi-agency professionals including Educational Psychologist, Occupational Therapist etc

##### **STAFF SUPPORT:**

- Supportive staff networks and clear management protocols
- induction training
- peer mentoring
- SLT encourage 'open door' policy
- staff development/training
- staff supported by school strategies e.g. EHCP behavioural outcomes, Pupil Risk assessments and weekly WEB Meetings.
- All staff trained in Non-Abusive Psychological and Physical Intervention Assessment (NAPPI) which is the prevention and management of children/young people whose behaviour may become challenging.

##### **PARENTS/CARERS SUPPORT:**

The school acknowledges the importance of working in partnership and sharing the responsibility of education of pupils with parents and carers. This is achieved by keeping them informed and involved at all times. Effective communication and co-operation with parents are essential to the successful implementation of this policy.

## **5. REWARDS & SANCTIONS**

### **REWARDS**

Desirable and appropriate rewards reinforcing good behaviour include:

- verbal praise and encouragement
- telephone calls home
- positive comments entered on to Tapestry Care Diary or home/school diary
- displaying work
- certificates recognising achievement ie Golden Leaf Award
- visual display of certificates and photographs
- celebration of achievements in assemblies
- records of achievement folder
- annual reports sent to parents or guardians/carers
- special visits and outings
- extension of privileges e.g. extra playtime
- Golden Leaf awards
- personal star charts/working for... charts
- Use of motivators (first...then)

### **SANCTIONS**

From time to time there may need to be a sanction for a pupil's inappropriate behaviour. Sanctions that are consistently and fairly applied will result in learning what is acceptable, appropriate behaviours and will support the promotion and encouragement of positive behaviour (good choices) for all pupils. It is always the behaviour which is criticised or targeted and never the child.

Initial procedures to de-escalate and reverse inappropriate behaviour:

- Calm talking, low tone of voice
- Distraction or planned ignore
- Provide adequate personal space
- Offer a 'face-saving' route out of confrontation
- Warnings given
- Redirection e.g. a change to timetabled activity to distract and support pupil 1:1
- Tackfully remove triggers that may be dysregulating a pupil
- Missed playtime to complete missed learning

- Consideration about if the behaviour being displayed is due to positive or negative reinforcement, along with if it is automatic or social reinforcement. (NAPPI Functional Awareness)

## **6. Non Abusive Psychological and Physical Intervention (NAPPI)**

### **CARE, CONTROL & SAFETY OF CHILDREN AND STAFF**

This section should be read in conjunction with:

**DCSF guidance 'The Use of Force to Control or Restrain Pupils', 2007 LA**

**Guidance Policy Guidance on Moving and Handling**, and in response to The School and Inspections /Act 2006 section 93 which reinforces previous guidance. It also follows the guidance for The Use of Reasonable Force To Control or Restrain Pupils'.

Hob Moor Oaks Academy is committed to using NAPPI techniques which have adopted the British Institute of Learning difficulties (BILD) Code of Practice on physical intervention. Hob Moor Oaks Academy acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

#### **PURPOSE**

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Hob Moor Oaks Academy acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary
- Are provided with appropriate training to deal with these difficult situations.
- Staff allow time for team debrief sessions to take place to reflect on the incident and review the risks and Emotional Regulation Plan.

#### **IMPLICATIONS**

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- self - injuring or causing injury to others
- committing a criminal offence

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work 'in loco parentis' and should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, 'therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk

## **DEFINITIONS OF POSITIVE HANDLING**

**No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Hob Moor Oaks Academy:**

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

### **1. PHYSICAL CONTACT**

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum.

### **2. PHYSICAL INTERVENTION**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.



### **3. PHYSICAL CONTROL/RESTRAINT**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of **'reasonable force'** should be seen as a last resort. All such incidents must be recorded and be stored in an accessible way. All interventions which may be used for a pupil will be named on their Behaviour Plan.

**The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.**

#### **AUTHORISED STAFF**

In Hob Moor Oaks Academy teaching staff, learning support staff and site staff receive training and are authorised to use reasonable force within the context of The Education and Inspections Act 2006, The Use of Reasonable Force to Control and Restrain Pupils'. The school offers training for all authorised staff.

One member of staff is trained as a NAPPI Trainer to train colleagues at Hob Moor Oaks Academy and our partnership schools.

#### **TRAINING**

Training for designated staff will be made available and will be the responsibility of the Headteacher and NAPPI Trainer. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Training is delivered using Level 1 or Level 2 and 3 framework. All staff receive Level 1 training as part of their induction, then receive refresher training on a biannual basis, with coaching skills sessions through this time. Some class teams will be trained on an annual basis based in Level 1, where SLT have identified pupil's whose behaviour challenges on a regular basis, staff who work directly with them will be trained in Level 2 and 3, this included HLTA's, WEB and SLT.

All the techniques used take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They should also provide a gradual, graded system of response.

Risk Assessments are completed for children with behaviour that challenges on a regular basis. Where appropriate, Positive Handling Plans are written for individual children within their Emotional Regulations Plans, where a

foreseeable risk has been identified and, where possible, these will be produced in consultation with the pupil, parents/carers and staff. The plan should identify the benefits and the risks associated with the strategies being proposed. It should also identify Primary Strategies for individual pupils

## **RECORDING**

Where a physical intervention has been used a record of the incident will be kept using the school's secure system - CPOMS & a Physical Intervention Form will also be completed.

The recording of the incident will be completed by the member of staff involved in the physical intervention as soon as possible after the incident (within 24 hours). The incident is then referred to the WEB Team/Senior Leadership Team.

In all NAPPI situations a medical check for both staff and pupils is required. In the event of injury then a Health and Safety/Accident/Incident Form will be completed and sent to the Headteacher and WEB Team Leader.

Both pupils and staff will have access to a de-brief/review with further support/training if required. Following an incident the children's individual Risk Assessment and Emotional Regulation Plan will be reviewed, and updated as appropriate.

Parents will also be informed by phone call, where possible before the child arrives home, the time and date of this call will be recorded on the intervention form.

## **MONITORING INCIDENTS**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

## **FURTHER ACTION FOLLOWING INCIDENT MONITORING**

The Head teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Policy and Emotional Regulation Plans
- Safeguarding Children Procedures (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure

- Exclusions Procedure in the case of violence or assault against a member of staff
- The member of staff will be kept informed of any action taken and if necessary they will be advised to seek advice from his/her professional association/union.

## **COMPLAINTS**

It is hoped that the availability of a clear policy about reasonable force and the early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the Trust's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Safeguarding Children Procedures.

### **Accessible / Child Friendly Policy**

The key messages and values from this policy have been adapted to help our children access this important message. The below "child friendly" copies are shared with children and referenced during PSED, ICT and safeguarding lessons and on the safeguarding notice boards.

## **POLICY REVIEW**

This policy was drawn up by the Senior Leadership Team, working in consultation with the whole staff. Its implementation is seen as the responsibility of all staff.

The policy's use and effectiveness will be supported and monitored by the Senior Leadership Team & WEB team, on behalf of the Headteacher and Governors.

This policy will be reviewed regularly to ensure that effective on-going self-evaluating procedures are in place and adjusted where necessary.




  
 All adults help us to make good choices.

 To feel safe we need	 kind hands	 kind feet	 kind mouth and words
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 Everyone in Hob Moor Oaks must feel safe!



  
 If you make bad choices, then we will help you.

**Examples of Working for... tokens:-**





I am working for...   
toy train

★ ★ ★

I am working for...   
iPad

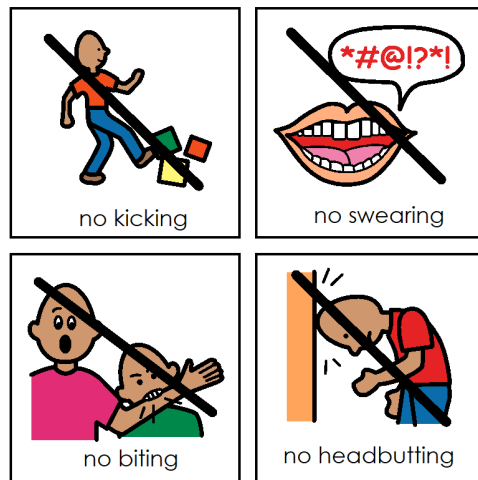
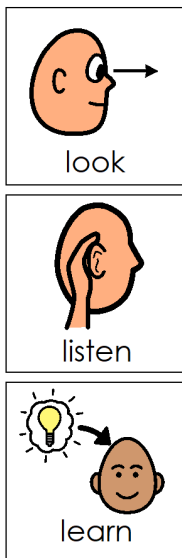
★ ★ ★ ★ ★

**First.. Then examples:-**

 work	 play dough
First 	Then 

**Classroom Rules:-**

**Examples of Visual Support:-**



### Emotional Regulation Plan (without Positive Handling)




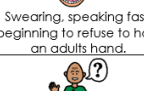
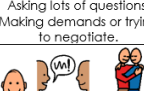
TRIGGERS:-

CALMING TOOLS:-

	<u>looks like...</u>	<u>feels like...</u>	safe people can help/ I can try
5			
4			
3			
2			
1			

### Emotional Regulation Plan (with Planned Positive Handling)

**NAME (DOB DD/MM/YEAR) Individual Behaviour Plan using 5 point scale (DATE)**  
**PTO for targets, triggers & calming strategies**

	looks like...	feels like... (for .....)	safe people can help/ I can try	Physical Intervention Needed?
5	 <b>Fight or Flight!</b>	I have lost control!		
4	 Hitting out towards peers, kicking out towards peers. I am beginning to be out of control.			
3	 Swearing, speaking fast, beginning to refuse to hold an adults hand.			
2	 Asking lots of questions. Making demands or trying to negotiate.			
1	 Lots of chatting! Hugging and holding onto my friends - not giving personal space.			

*Long term goal:* x will begin to self-regulate his anxieties and behaviours, x will identify when his 'engine is running high' and needs to use a quiet space as a self-regulation strategy to reduce incidences of getting to point 4 & 5.

**Lalemand Scale**

