



Overley Hall
School

Behaviour Support Policy

Approved by:	SAS Board, Headteacher
Date reviewed	17th August 2023
Next review date	4th September 2024

Rationale.....	3
Aims:.....	4
Legislation & Statutory requirements:	5
Examples of strategies for managing behaviour positively/ rewards include: ...	7
Resources and places on offer to embrace positive behaviour.....	8
Tools to identify, analyse, reflect and promote the reduction of behaviour	9
Work around transitions	11
Responding to Behaviour.....	12
Classroom management.....	12
Safeguarding	13
Responding to good behaviour	13
Responding to behaviour's that may challenge	13
Positive handling.....	18
Positive handling rationale	18
Positive handling Principles	19
Application of the principles at Overley Hall School	19
Statement on the Management of Team Teach at Overley Hall	23
Guidance around physical interventions	24
Staff response in relation to physical interventions	25
Confiscation, screening and searching	26
Online behaviour.....	32
Suspected criminal behaviour	32
Zero-tolerance approach to sexual harassment and sexual violence	33
Malicious allegations.....	34
Bullying	34
Restriction of Liberty	35
Entitlement to Privacy	36

Training – Recording/Monitoring	36
Roles & Responsibilities	37
Monitoring arrangements	38
Monitoring this policy	39
Complaints Procedure	39
Links with other policies	39

Rationale

The children and young people at Overley Hall have severe and complex needs. Due to these needs many of our young people may present with high levels of anxiety as a result of their difficulties associated with various conditions such as autism, attachment disorder and learning disabilities. Frustrations around communication difficulties, confusion associated to rigidity of thinking within an ever changing society and / or anxiety whilst struggling to appropriately function on a day to day basis may also increase the likelihood of dysregulation increasing the likelihood of behaviours that may challenge. Sensory processing difficulties may also cause anxiety where children and young people struggle with different aspects of their sensory regulation.

Considering the above it is therefore understandable why a large proportion of individuals at Overley Hall struggle with anxiety or behave in ways that are challenging to others. However, it is our belief that challenging behaviour is heavily linked with communication, in particular an expression of feelings or an unmet need.

Our children and young people are at the heart of everything we do. They are respected and treated with dignity at all times. The development of positive behaviour is our focus for all children and young people and this is supported by parents, guardians and associated professionals. Staff work within the legal framework and understand their duty of care.

Relationship development is an integral part of supporting each child to help them accept support, enjoy experiences and positively participate in 'Overley life' to help them achieve their true potential.










The behaviour policy is set within the context of Overley Hall's mission statement, aims, values, SEND policy and Personal, Health and Social Development Policy.

Overley Hall is an establishment that nurtures and values the children and young people.





This policy is written with due regard for the Equality Act (2010) and Special Educational needs and Disability (SEND) Code of Practice(2020).

Aims:

We aim to:

-  Promote a positive culture that promotes high expectations of behaviour
-  Create an ethos which fosters mutual respect between pupils and between staff and pupils
-  Ensure all children, young people and staff feel respected and valued
-  Recognise triggers of behaviour linked to anxiety through assessment
-  Proactively work towards reducing anxiety and challenging behaviour through therapeutic and nurturing approaches.
-  Help children and young people to recognise their behaviours and their impact where possible
-  Support children and young people to self-regulate their own behaviour
-  Ensure a total unconditional acceptance of all children and young people with their individual presentations whilst offering empathic support and a non-confrontation approach.
-  Work collaboratively with family, therapists, relevant key workers and external professionals using a solution focussed and planned approach.

Offering support through positive strategies and plans we will:

-  Aim to promote the pupils' mental health and wellbeing
-  Provide a caring and friendly environment
-  Educate children and young people to express positive behaviour
-  Offer a clear policy which is consistently applied

Legislation & Statutory requirements:

This policy is written following guidance from the Department of Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)



[Keeping Children Safe in Education \(2023\)](#)

[Use of reasonable force in schools](#)




[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Behaviour will be positively managed by:

-  Ensuring positive activities are tailored to the needs and interests of the children and young people
-  Effectively planning activities in care and school which enable life skills through interest and aspirations

Delivering activities with a flexible, adaptable and responsive approach to reduce anxiety levels

-  Ensuring that the child/ young person has no medical issues that may relate to increase in behaviours
-  Using strategies that are suited to each individual with attention to personal preferences, therapeutic needs, specialist advice, specific learning styles and the voice of the child.
-  Ensuring the pupils' profile reflects accurately and succinctly what helps them be calm, what they like and don't like and any potential triggers.

Ensuring consistent approaches and routines.

- ✿ Working towards rewarding activities with emphasis also being placed around reward and celebration.
- ✿ Communicating in ways the children and young people can best understand which may be verbally, through gestures or Makaton, using pictures, graphics or symbols and a range of Alternative and Augmentative Communication (AAC) devices.
- ✿ Setting targets and being driven forward by the recommended strategies provided through specialist staff such as the Clinical Psychologist, Occupational Therapist or Speech and Language Therapist.
- ✿ Effectively assessing and understanding personal needs so proactive steps can be made.
- ✿ Staff modelling positive attitudes on a day to day basis but also peers where possible.
- ✿ Using good quality resources and facilities including high staff ratio levels.
- ✿ Effectively communicating with parents, guardians and relevant professionals.
- ✿ Providing effective, quality training programmes for staff that are aimed to improve knowledge and understanding of challenging behaviour, autism, relevant conditions and ensuring a shared vision of aims and values.
- ✿ Using a total communication approach and environment
- ✿ Collaboratively working together through effective team work and regular cross team or multidisciplinary meetings (Education, Care, Management,

Therapists, etc.) around progress or concerns.

- ✿ Ensuring all children and young people have a voice and view - (Talking Mats), Council meetings, debriefs following unsettled events, Zones of Regulation, reflection periods, questionnaires and advocates.
- ✿ Having an open door policy for support and advice.
- ✿ Helping children and young people wherever possible to learn from their behaviours through activities such as debriefs, carrying out comic strip conversations or writing and looking at social stories
- ✿ Enabling understanding of a complicated society by reducing anxiety levels through continuous repetition of productive activities involving key life skills and enabling familiar structures where problem solving and independence skills can be developed.

Examples of strategies for managing behaviour positively/ rewards include:

- ✿ Working flexibly and allowing the children and young people time or space to process, regulate or prepare. This may also include encouraging a change of activity where, for example, a proprioception intervention may be required to aid regulation such physical exercise, or a walk
- ✿ Living and learning spaces being tailored to meet the needs of the children and young people such as using small groups, low arousal levels and compatible cognitive abilities
- ✿ Positive activities and rewards celebrated through care and school through use of displays, celebrations or in-person acknowledgement
- ✿ Weekly award meetings, where parents are invited to attend

- 🌸 Giving lots of praise and encouragement; verbally and non-verbally
- 🌸 Supporting the child to choose a reward
- 🌸 Praising positive behaviour and using planned minimal/non response to negative behaviours
- 🌸 Antiseptic bouncing; where a child could be asked to do complete a job or something which causes distraction and enables regulation. This bounce-back technique is great for managing low-level anxiety and is most effective when used in partnership with a colleague.
- 🌸 Using a 'change of face'
- 🌸 Giving the children and young people time to process and slowing the pace right down
- 🌸 Other distraction strategies such as encouraging a preferred activity
- 🌸 Increasing the routine and consistency
- 🌸 Debrief packs and strategies catering for each individual including how to support the children and young people around reflection, understand where things went wrong, how it made others feel and how could we do things better in the future

Resources and places on offer to embrace positive behaviour

- 🌸 Four sensory rooms: sensory lodge with two separate rooms, multi-sensory soft play room and a low stimulus sensory room which is designed with soft play padding in a neutral colour. All areas provide an area for relaxation, playful interaction and intensive interaction.
- 🌸 Sensory garden

- 🌸 Walled garden
- 🌸 Forest school which is set in 12 acres of land which includes two woodland areas, a pond, bird watching hut and an earth oven.
- 🌸 Horticultural area
- 🌸 Outdoor area with adventure playground
- 🌸 Sports hall
- 🌸 Cinema
- 🌸 Family rooms, living areas or classrooms that have access to outside areas that again offer a selection of different opportunities

Outside areas are supervised at all times whilst in use

- 🌸 Family rooms or classrooms may be adapted or changed in order to suit the needs of all individuals.
- 🌸 One page profiles, Positive Support Plans (PSP) and Communication Passports to raise staff awareness of strategies that promote positive behaviours

Tools to identify, analyse, reflect and promote the reduction of behaviour

Behaviour Watch, as part of EDUSPOT, is an internet based application that is used for recording 'Significant Events', 'Incidents' with or without restrictive physical intervention and 'Positive Events'. The recorded events or incidents are monitored on a day to day basis so support and further training can be provided and accurate up to date record keeping maintained.

Detailed analysis of incidents which occur including those without physical intervention and those requiring restrictive physical intervention. This analysis is included as part of annual review documentation and discussed in 'Meetings around the children and young people' (MAC meetings) as part of an on-going process

Target setting to reduce numbers of incidents by increasing training and targeting training need with involvement of all relevant professionals (multiagency)

Anxiety charts (functional analysis) which are used to identify triggers and patterns of behaviour across the waking day curriculum and linked to STAR (setting, trigger, action, response) to provide more data

A Positive Support Plan (PSP) which falls within DfES guidelines and is reviewed every six months. New children or young people at Overley Hall have a 3 monthly reviews for the first year, and some children or young people who are displaying regular challenging behaviour or challenging behaviour that has increased, will have their plans reviewed more frequently. If there is a change in behaviour, then an immediate review of the strategies and support plan will take place.

Thinking proactively and ensuring detailed transition plans are in place in order to eliminate as many barriers to success as possible. This includes transitions to Overley Hall, transitions within or throughout the establishment and when the children and young people leave

Using external agencies for additional support when specialist knowledge and skills are required such as the BeeU Learning Disability Team (who accept referrals for children and young people (under the age of 18) with a learning disability, who are experiencing significant behavioural difficulties and/or problems with their mental health).

Considering the reasons for behaviour and acting on them – a room change may be needed, a change of group, increased levels of support, the Positive Support Plan may need to be revised and updated.

Additional training may be needed to support staff to be able to best meet the needs of children and young people.

Regular supervisions/ debriefs, performance management of staff or observations to ensure positive behaviour support is as effective as possible.

There is close working between management teams to ensure a shared vision and effective communication to promote a consistent approach.

Self-regulation, personal development and life skills are also tracked and targeted through SMART short term targets in relation to the EHCP outcomes.

Work around transitions

Overley Hall recognises that transitions, both micro and macro can raise anxiety for children and young people. Changes are very difficult for our children and young people to cope with. Great emphasis is placed on transition here at Overley Hall. When a young person comes to Overley Hall, a plan will be drawn up to introduce the child to the school and home in a staged and gentle way.

The needs of the children, young people and parents are taken into consideration to make the transition as positive as possible. When a child or young person leaves Overley Hall, careful planning around the transition takes place to ensure a comfortable process for the individual. This includes therapists helping to identify and rectify possible difficulties. Meetings take place to create plans and monitor their progress.

We do though need to introduce children and young people to change through careful planning as and when they are able to cope. Scaffolding for successful transitioning must always be thought through in advance of the scheduled change.

Responding to Behaviour

'Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities'.




(Emerson, 1995)

All children and young people have a Behaviour Management Plan or Positive Support Plan (PSP). This is regularly updated by staff from education and care. Parents and social workers are involved in the creation and updating of this plan. Regular meetings take place where progress is discussed and evaluated through various types of meetings including the annual review, PEP, Progress meetings.

Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

-  Create and maintain a stimulating environment that encourages pupils to be engaged
-  Display the behaviour curriculum or their own classroom rules (where appropriate)
-  Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether any changes in a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.





Please refer to our Child protection and safeguarding policy for more information

Responding to good behaviour

When a pupil's behaviour goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

-  Verbal praise
-  Communicating praise to parents/carers via a phone call or written correspondence
-  Certificates, prize ceremonies or special assemblies
-  Positions of responsibility,

Responding to behaviour's that may challenge

Overley Hall School rules help to foster and maintain desirable social behaviours which create a positive learning environment. Our rules make expectations clear to all and ensure that rights are respected. Rules are shared and taught with the

consequences for either following or breaking the rules being made clear so relationships are not damaged.

When the children and young people are behaving appropriately and respectfully it is important that this is acknowledged. Rewards are an essential component of the Overley Hall Behaviour Support policy. Rewards are individualised and appropriate to the age and developmental level of the child. Rewards are consistently and fairly applied.

Overley Hall School believe that strategies and practices to recognise and reinforce a child's achievement and positive behaviour are **more** effective than negative comments, sanctions or indeed, punishments. Logical or natural consequences are related directly to the specific behaviour. Consequences are learning experiences and not moral judgements and effective in the short and long term.

Overley Hall does not believe in the use of **'punishment'**. Whilst research has found that punishment can be effective in the short term, generally it requires maintenance which is **potentially damaging** to relationships and children's or young people's engagement, well-being, mental health and self-esteem in the long term.

Overley Hall School's ethos is one of 'Total unconditional acceptance and positive regard' with 'The Child being at the centre of all we do' and so along with this and following research and Safeguarding advice **we do not punish young people or children at any time.**

We believe that celebrating and rewarding positive behaviour is more likely to promote good behaviour. We believe children and young people should 'earn' through positive behaviour as opposed to having things taken away for displaying negative behaviour. It is our belief that behaviour is part of an expression of their communication and feelings; therefore we must think what the children/ young people are trying to express and act on this.

Our children and young people who are cognitively able to reflect and understand the impact of their behaviours should be given support through 'comic strip conversations' (CSC) or social stories to learn from their mistakes. Staff may wait until the child is calm before commencing the CSC.

Logical consequences may take place for children and young people who are able to understand and learn from them. Examples include:

- 🌸 Giving verbal reminders or prompts through the use of sign, symbol or social story
- 🌸 Asking the children or young people to write a letter of apology
- 🌸 Asking children or young people to put things right by offering to shake hands or apologise verbally or with signing
- 🌸 Redirecting the task offered to one in which the children or young people can achieve and be successful to rebuild relationship/self-esteem/trust

Natural consequences are the inevitable result of a child's own actions and again require consideration around the ability to understand. A natural consequence could include refusing to put a coat on when it is raining. The natural result is that the child gets their jumper wet and the result of this is the consequence of the choice they made. Staff would then need to help the child make links through appropriate strategies, resources and visuals.

At Overley Hall, our aim is that every individual pupil reaches their fullest potential. We believe that behavior, and attitude to both learning and living with others, have a major influence on pupil development and achievements and that every child is entitled to live and learn in an environment which is safe and secure, characterised by good order and friendship.

As staff members, we are committed to supporting our children and young people, which includes our duty to have lawful care and control over them. For the great majority of the time, this is achieved through a combination of such things as good staff/pupil relations, relevant and individualised curriculum, fair and appropriate rules and conduct systems and a range of opportunities to help

develop further interests and widen opportunities (see Overley Hall Website).

In exceptional or extreme circumstances, the maintenance of the care for an individual may entail the use of support, comfort, reassurance and at times reasonable force to prevent injury to themselves or another person and serious damage to property. At Overley Hall reasonable force may also need to be considered in relation to significant disruption to learning where other's emotional needs may also be at risk causing further dangers for peers and staff

It must be emphasised that Overley Hall's approach to care and possible physical intervention is very much a positive one. Physical intervention with a pupil by staff should be seen in the context of a positive action of care and concern either as a last resort option when other lower level strategies have been exhausted or are not possible, or as part of a planned, documented and reviewed process. These plans have to be shared and agreed by parents, social worker, Placing Authority and all staff involved in the care and education. Staff intervention is a response to an individual child's recognised escalating cycle of serious behaviour.

In exceptional circumstances if the safety of children and young people are deemed at risk either physically, sexually or emotionally by another young person, senior management will consult and may then provide care or education for the young person away from those at risk. This may help to prevent further hurt or injury and give all concerned time for their anxieties to reduce.

If the behaviours continue upon reintegration over a period of time, then Overley Hall will seek to call a meeting of concern with the placing authority(s) and parents. Overley Hall will endeavour to keep parents, social worker and placing authority informed of the situation. Behaviours will be closely monitored to try to identify whether there are any causal factors and intervene to reduce the need for further action. A multiagency approach should explore all avenues which may include seeking assessment, advice and support from the local authority 'challenging behaviour team', Psychological services, CAHMS or others.

Overley Hall has a non-exclusion policy however if a pupil's behaviour is felt to be putting others at serious risk, a decision may be taken by the Proprietor, Principal and Head of Care after serious consultation, to serve notice as these behaviours may be indicative that Overley Hall is not fully meeting the young person's needs. Overley Hall will assist wherever possible to ensure a suitable placement is sought and that the transition is as smooth and seamless as possible.

Overley Hall will place emphasis on keeping its pupils **safe from harm** and expects local authorities to act promptly when such a decision has been made. Overley Hall has an open door policy and would welcome Education, Social Care and Health professionals to monitor/support such difficult circumstances. It is the responsibility of the placing authority to find a suitable placement that is better equipped to meet the needs of the pupil within the **9 week notice period** (See Exclusion Policy).

Overley Hall will do everything within its power not to exclude following the 9 week notice period. If a suitable placement has not been identified, however the placing authority will have been fully informed that Overley Hall has stated that it feels it cannot meet the needs of the young person. During this time Overley Hall will try to reduce any anxiety the pupil may have due to autism by paying particular attention to the:

- ✿ Environment – people, volume, lighting, familiarity, safety, access, stimulation, activity, seating, resource availability, predictability of those within the room
- ✿ Social demand – brought about by language, communication, expectation
- ✿ Changes
- ✿ Transitions
- ✿ Sensory needs and intolerances
- ✿ Supporting the young person by staff who have very positive, trusting relationships with them
- ✿ Overley Hall will seek advice from its Speech and Language Therapist and Occupational Therapist to ensure the needs of the young person are

met as well as is possible in such difficult circumstances.





In relation to dealing with issues around physical intervention, Overley Hall has adopted the TEAM TEACH approach, which provides Positive handling strategies as part of a whole setting holistic approach to behaviour management.

TEAM TEACH methods take full account of legal requirements and departmental guidance and are widely used in many schools and residential homes throughout the U.K. Team Teach is also recognised by Telford and Wrekin Local Authority.

At Overley Hall any plans to manage behaviour are captured within our Positive Support Plans (PSP) where emphasis is about positively supporting children and young people to ensure the lowest possible anxiety levels. This involves highlighting strategies for when an individual is experiencing different levels of anxiety including post-incident support.

Positive handling

Overley Hall's aim is to establish a policy based upon sound principles for positive handling which will enable Overley Hall to:

-  Fulfill its duty of care to children and young people
-  Develop and sustain an ethos/culture and practice which protects the dignity and safety of children, young people and staff
-  Create and maintain a safe and caring living and learning environment
-  Promote a shared understanding that as a last resort, positive handling is an option that trained; authorised, monitored and evaluated individuals may have to take to maintain safety for all.

Positive handling rationale

This policy recognises that children and young people's behaviour can almost always be managed using proactive and preventative approaches and that positive handling is only necessary after all other strategies have been used.

This policy recognises the need to make clear, unambiguous statement about the practice of positive handling of children and young people.




The policy describes the context and circumstances in which it may be appropriate to use positive handling.

Positive handling Principles

Overley Hall provides for its children and young people as a home and as a school. Consequently, its practice is in accordance with both law and guidance emanating from the Department of Health and the Department for Education and Skills.




Principles within this legislation determines that the use of reasonable minimum force to physically manage children and young people is permissible only in certain limited and defined situations.

Only staff trained and authorised by their manager can use physical intervention to prevent a child or young person from:

-  Injuring themselves or others
-  Seriously damaging property
-  Significantly disrupting learning (school only)

Application of the principles at Overley Hall School

It is Overley Hall's view that the use of reasonable force to physically manage children and young people should be used only:

-  In exceptional circumstances where any other course of action would be likely to fail
-  As a last resort where all other courses of action have failed.
-  With the minimum degree of intrusion required to resolve the situation.

The use of reasonable minimum force to physically manage children and young people **must not** be as a general behaviour management technique, or with intent to:

- ✿ Punish
- ✿ Cause or threaten hurt
- ✿ Oppress, threaten, intimidate or bully.

Staff should not act in a way that might reasonably be expected to cause injury, for example:

- ✿ Holding a child around the neck or by the collar or in any other way that might restrict the child or young person's ability to breathe.
- ✿ Slapping, punching or kicking a child or young person.
- ✿ Twisting or forcing limbs against a joint.
- ✿ Tripping a child or young person.
- ✿ Holding or pulling a child or young person by the hair or ear.
- ✿ Holding a child or young person prone on the ground except when using Front Ground Recovery (Team Teach) which is used to ensure their safety when on the ground/floor.

It is each member of staff's responsibility to make an assessment of the particular circumstances. Staff will need to consider the following:

- ✿ Whether they are able to diffuse or de-escalate a situation alone.
- ✿ Ask the child to stop, remove the audience and then call for assistance.
- ✿ Whether they are trained and/or authorised to make a physical intervention.
- ✿ If positive handling is appropriate taking into account height and size.
- ✿ The guidance they are aware of in the child's Behaviour Management Plan.
- ✿ In an emergency if no such plan exists, the least restrictive hold that is appropriate for the situation.
- ✿ A readiness to accept help from a trained colleague who can either support the physical intervention, or who can take it over.

Only authorised, trained staff should use TEAM TEACH techniques and all

authorised persons will need to take the following factors into consideration (including any guidance that may be contained in a child's positive support plan):

- ✿ Any underlying condition affecting the child
- ✿ The behaviour or known intentions of the child or young person
- ✿ The child or young person's emotional state, and their own emotional state
- ✿ The child or young person's gender, age and level of understanding
- ✿ The child or young person's perception of the situation
- ✿ The child or young person's personal, social or medical history
- ✿ The influence of peer and other pressure
- ✿ Any other events which may be causing the child or young person anxiety
- ✿ Their knowledge of the child or young person, and any Behaviour Management Plan or Positive Support Plan (PSP) already in operation.
- ✿ The current health of the child or the child or young person
- ✿ The location and time of day
- ✿ The availability of other staff and the risks inherent in any planned course of action
- ✿ The antecedents to the situation
- ✿ The likely consequences of intervention and non-intervention

In considering these factors, particular attention needs to be given to the age, understanding and emotional state of the child or young person. Overley Hall educates and cares for children and young people with complex needs and most have severe learning disabilities. Individual progress is often both slow and uncertain. Age and increasing maturity may help our children and young people become more involved in decision making, but do not guarantee good judgment or competency. The child or young person's emotional state and lack of awareness should be significant factors that staff consider, in relation to their carrying out physical intervention.

Staff should always adhere to the following guidance before engaging reasonable minimum force to physically manage children or young people:

- ✿ De-escalation and conflict resolution techniques must have been exhausted

- ✿ The dignity of the child or young person must be protected
- ✿ Staff employing reasonable minimum force should act in a calm and considered manner.
- ✿ Techniques employed should evidence a gradual and graded response commensurate with the situation, task and individual child or young person involved.
- ✿ Techniques employed should allow for an increase if the circumstances dictate this is necessary, but as quickly as possible should ensure a decrease in the degree of reasonable minimum force necessary.
- ✿ More than one member of staff should be involved, reducing the risk, encouraging teamwork, requiring less effort and minimising the possibility of damage and also preventing particular staff being associated with the employment of force.
- ✿ The least personally invasive methods of reasonable force should be employed.
- ✿ Where a member of staff is physically managing a child or young person of the opposite sex, a member of the same sex as the child or young person should always be present from the earliest moment.
- ✿ In every case, no more force should be used, or more time taken up than absolutely necessary to effectively resolve the situation.
- ✿ The child or young person should repeatedly be offered the opportunity to exercise his or her own self-control, and the use of force should cease as soon as possible.
- ✿ When using restrictive physical intervention, thought must be given to which intervention is to be most effective and although these interventions may not be time limited options for alternative less restrictive, de-escalation or re-direction techniques must be considered.

At the conclusion of each incident physical intervention:

- ✿ The child or young person should be offered the opportunity to communicate about the incident as soon as they are calm enough to manage (talk, sign, gesture etc.).
- ✿ Staff who are involved should be afforded supportive discussion with

appropriate colleagues as soon as possible

- ✿ All incidents must be recorded comprehensively on an incident report form on Behaviour Watch which will be given a reference number. Any changes made will to the original recording will be also stored on Behaviour Watch which can be view in the commentary section.
- ✿ All necessary persons should be informed in accordance with Overley Hall protocols.
- ✿ Pupils and staff involved in a physical intervention should be checked for injury and where necessary, provided with First Aid/Medical attention. All necessary persons should be informed in accordance with Overley Hall Protocols.

Statement on the Management of Team Teach at Overley Hall

Purpose of this section:

- ✿ To establish a whole service approach in managing children and young people with challenging behaviour that may require a physical intervention.
- ✿ To implement the Team-Teach philosophy and approach at Overley Hall.
- ✿ To promote understanding of appropriate physical intervention in a caring environment using Team-Teach methods.
- ✿ To provide guidelines that ensures the safest management of our children and young people when they are in a crisis.
- ✿ To enable staff team to be consistent in the care and management of children and young people with challenging behaviour that may require physical intervention.
- ✿ To ensure quality of care, this policy will be regularly reviewed and updated as appropriate within Team Teach guidelines.

All the children and young people in our care are individual and unique so the care we provide must be tailored to suit each child's individual needs.

Guidance around physical interventions

The law explains circumstances when it may be appropriate to use physical intervention to support a child in crisis. First however, lower level responses (diffusion/de-escalation) must be considered and employed to help calm a situation and only if these are failing in their intention, can approved physical intervention (safe holding) be used for the *shortest possible time*, as a *last resort*.

Every child at Overley Hall has their own Key Worker and individual Care and Education plans. For those children and young people for whom it has been assessed to be necessary, there will be a section called a positive handling strategy. This lists the kinds of situations which may cause a child to lose control, suggests ways in which staff may be able to calm the child and diffuse a situation, names specific Team Teach hold(s) appropriate for that child and gives details of how to manage post incidents. For those children and young people assessed as not requiring physical intervention, this will be stated clearly in the individual care plan.

New children and young people will be assessed over a twelve-week period to see if any form of physical intervention is required. (This assessment will take into account any pre-information and records that may accompany the child's original referral and placement) Should Team Teach holds be considered appropriate, and then the Head of Care needs to be consulted who can verify the use of such holds and have input into the positive handling strategy which results.

At the end of the twelve weeks, an integration meeting will take place to discuss all aspects of the assessment period including decisions and opinions about the appropriateness of safe holds for that individual child.

In emergency situations, it may be necessary (following exhaustive efforts to calm a child in other ways) to hold a child for whom no *positive handling strategy* already exists. This could be in case for a child just starting at Overley Hall whom

there has been little or inaccurate pre-information, or a child well known who behaves uncharacteristically in perhaps the face of exceptional provocation. A response in an emergency situation would trigger the setting up of a *positive handling strategy* and the procedure and protocols would be the same as those described above.

Positive handling strategies will be filed as part of a child's and young persons individual care plan and IEP's and are freely available for staff consultation as requested.

Where an incident has necessitated the use of a Team-Teach holds, it should be recorded in the individual incident book, either individually by members of staff who were involved or by a witness.

Monitoring of physical intervention via analysis of Incident reports will be carried out by the Deputy Head of School (or deputy) and Head of Care of Overley Hall.

In all physical interventions, staff must remember the Principles of safe response.

Call and/or send for assistance. Always try to work with a colleague (and if you feel confident and competent, and as a last resort), re-state expectations, risk assess and warn before holding.

Hold safely using the lowest level hold that is appropriate (graded and gradual) beginning with asking the child/young person to stop, removing the audience and calling for assistance.

Staff response in relation to physical interventions

Staff have a responsibility to work within Overley Hall's expectations. Team Teach techniques seek to avoid injury to the client, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.

Staff are required to attend Team-Teach behaviour support and safe physical intervention training (A minimum of 12 hours initially, followed by 6-hour refresher training every 2 years – but we re-train annually for best practice).

Staff must ensure that they provide care and support in a professional, calm and positive manner, using Team-Teach approach and methods.

Staff should be aware of any behaviour management plans or Positive Support Plans (PSP) that are part of a child's or young person's care plan.

Staff must ensure that 'holds/physical intervention' are used as a last resort for the shortest possible time in accordance with both the law and Team-Teach practice.

For the safety of children, young people and staff, all incidents involving physical intervention must be recorded. Recording will also enable Care Plans and IEP's to be better informed, and allow monitoring to take place which can indicate important patterns and trends.

When a serious incident occurs, staff are to summon assistance as soon as possible. If a child or young person is being held for more than 10 minutes, a senior member of staff must be called.

Confiscation, screening and searching

It is very rare that a child or young person at Overley Hall School would need to be searched, however if this is deemed to be required for the safety of themselves and others the searching, screening and confiscation procedure is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items such as :

- ✿ Knives or weapons
- ✿ Alcohol
- ✿ Illegal drugs
- ✿ Stolen items
- ✿ Tobacco and cigarette papers
- ✿ E-cigarettes or vapes
- ✿ Fireworks
- ✿ Pornographic images
- ✿ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

as a result of a search will be confiscated. These items will not be returned to the pupil but maybe be returned after discussion with senior leaders to parents/carers.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- ✿ The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- ✿ In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- ✿ It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- ✿ Assess whether there is an urgent need for a search
- ✿ Assess whether not doing the search would put other pupils or staff at risk
- ✿ Consider whether the search would pose a safeguarding risk to the pupil
- ✿ Explain to the pupil why they are being searched in a means that is understandable to the pupil
- ✿ Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- ✿ Explain how and where the search will be carried out
- ✿ Give the pupil the opportunity to ask questions
- ✿ Seek the pupil’s co-operation



If the pupil refuses to agree to a search, a senior member of staff will be contacted to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others.




The authorised member of staff can use reasonable force to search for any prohibited items identified above

An authorised member of staff may search a pupil's outer clothing, pockets, or possessions.

'Outer clothing' includes:

-  Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
-  Hats, scarves, gloves, shoes or boots

Informing the designated safeguarding lead (DSL)

-  The staff member who carried out the search should inform the DSL without delay:
-  Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
-  If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above) including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- 🌸 What happened
- 🌸 What was found, if anything
- 🌸 What has been confiscated, if anything
- 🌸 What action the school has taken.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a

strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult.

If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Act to safeguard the rights, entitlements and welfare of the pupil

Not be a police officer or otherwise associated with the police

Not be the headteacher

Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it (according to the pupils understanding).

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL).

Online behaviour

The school will support any pupil who is found to have interacted with others online inappropriately, please see our Child Protection and Safeguarding Policy.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant

evidence to hand over to the police.

If a decision is made to report the matter to the police, the will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure as long as it does not conflict with police action.





If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the child's/ young person's social worker, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence



The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

-  Responding to a report
-  Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider the understanding of the child and whether the allegation was made with the intent to cause harm to the member of staff.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider the understanding of the child and whether the allegation was made with the intent to cause harm to the member of staff.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power.

Bullying is rarely seen at Overley Hall due to the nature of the children's or young people's needs, along with the high level of support, the small nurturing environment which all help to provide a supportive and caring ethos. Staff are vigilant and any Bullying is reported on 'Behaviour watch' which directly informs senior staff (Please refer to Counter-bullying policy).

Restriction of Liberty

Due to some children and young people at Overlay Hall having a limited sense of danger, mechanical interventions may be required to keep the child safe.

“Mechanical restraint is a form of restrictive intervention that refers to the use of a device to prevent, restrict or subdue movement of a person's body, or part of the body, for the primary purpose of behavioural control.”

(NHS Code of Practice 2015).

Mechanical restraint is the application and use of specialised materials or therapeutic aides designed to significantly restrict the free movement of an individual, with the intention of preventing injury; as a result of behaviour that poses significant and proportionate risk to the individual or others of serious long term harm or immediate injury

Mechanical interventions that may be considered at Overley Hall include harnesses for the vehicles (where risk of harm is apparent whilst being in a vehicle that is moving), wrist straps and body harnesses (where risk of harm is evident whilst transitioning through more hazardous areas) and padded helmets (where the risk of falls from epilepsy is apparent or injuries through severe self-injurious behaviour).

If or where a mechanical intervention is required, parental consent will be sought and social services will be notified; If 16 to 19 years of age, social services will

be informed to seek a DOLs application. Risk assessments will be carried out and strategies will be put in place to reduce such needs.

Entitlement to Privacy

Consideration should be given to the privacy needs of children and young people at Overley Hall. As the children and young people develop greater degrees of maturity, responsibility and safer behaviour, they may be assessed as to whether the internal fitting of a semi-secure locking device on their bedroom door is appropriate. This would necessitate consultation with all those with a parental interest in the young person, a specific risk assessment carried out by Overley Hall staff including the Head of Care, Principal and in discussion with the young person.

Training – Recording/Monitoring

The Senior Management Team will ensure that Team-Teach training records are accurately completed and stored.

Vigorous analysis of Restrictive Physical Intervention is undertaken for each child on a monthly basis which leads to annual data from which targets will be set and training planning will be informed

All training sessions will be evaluated by the staff who attend them, using the standard Team-Teach evaluation document. In addition, an internal evaluation is submitted to the training manager, on completion of training.

Training records and evaluation summaries will be sent to Team-Teach Limited to promote quality control of training.

Copies of all Team-Teach related documents and correspondence will be filed for reference and kept in the main office of Overley Hall.










Roles & Responsibilities

The Support & Scrutiny Board.

The Support and Scrutiny Board is responsible for monitoring this Behaviour Polycys' effectiveness and holding the headteacher to account for its implementation.



The Headteacher

The Headteacher is responsible for:

-  Reviewing and approving this behaviour policy
-  Ensuring that the school environment encourages positive behaviour
-  Ensuring that staff support effectively pupils displaying dysregulated behaviour's
-  Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
-  Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
-  Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
-  Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
-  Ensuring this policy works alongside the safeguarding policy to offer pupils support when necessary
-  Ensuring that the data from the behaviour log (on Behaviour Watch) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see Monitoring arrangements)

Staff

Staff are responsible for:

-  Creating a calm and safe environment for pupils
-  Implementing the behaviour policy consistently

- 🌸 Modelling expected behaviour and positive relationships
- 🌸 Providing a personalised approach to the specific behavioural needs of particular pupils
- 🌸 Implementing the Behaviour Policy consistently
- 🌸 Recording behaviour incidents.

Parents and carers

Parents and carers, where possible should:

- 🌸 Inform the school of any changes in circumstances that may affect their child's behaviour
- 🌸 Discuss any behavioural concerns with the class teacher/tutor promptly
- 🌸 Model positive behaviour
- 🌸 Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- 🌸 Take part in the life of the school and its culture

Learners

Learners depending on their ability will be supported to:

- 🌸 Demonstrate calm, kind behaviour and follow the school and class rules and routines.

Monitoring arrangements

The school will collect data on the following:

- 🌸 Behavioural incidents
- 🌸 Attendance
- 🌸 Anonymous surveys for staff, pupils, the Support and Scrutiny Team and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher.

The data will be analysed from a variety of perspectives including:

- 🌸 At school level
- 🌸 By age group
- 🌸 By time of day/week/term

 By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy





This Behaviour Policy will be reviewed by the headteacher and Support & Scrutiny Board each year.

Complaints Procedure

All children, young people, parents, social agencies and placing authorities are made aware of the Overley Hall complaints procedure. We welcome questions and comments about the work we do to support our children and young people, and are always eager to answer enquiries and give reassurance.

Links with other policies

This Behaviour Policy is linked to the following policies:

-  SEND policy
-  Personal. Health & social development policy
-  Counter Bullying Policy
-  Safeguarding and Child Protection Policy