

Behaviour Support and Positive Handling policy

KTS Academy



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1. Policy Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn, and thrive, in a calm, safe and supportive environment.
- Create a positive culture where pupils and staff flourish in safety and dignity.
- To provide guidance to class teams, parents and carers, governors and other stake holders, on how to support learners to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To have realistic high expectations in all of our pupils across all areas of learning
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs
- To provide a framework of our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex learning needs at KTS Academy

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for 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](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

This policy complies with our funding agreement and articles of association.

3.1 Bullying *(see Anti-bullying policy)*

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, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Perceived incidents of bullying at KTS Academy are low and we believe pupils are generally very supportive of each other. Our pupils experience considerable difficulties with communication, social interaction and empathy, which can affect their ability to reflect on and manage their own behaviours. These differences mean that it is difficult for our pupils to make decisions to 'bully' others as they find it hard to appreciate the effects of their behaviours on others. We do recognise, however, that behaviour that could be seen as bullying behaviour does occur on occasions.

Our Anti-bullying policy is intended to reinforce our efforts to encourage positive attitudes between pupils, and to provide a framework for dealing with incidents of bullying behaviour that may occur. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

3.2 Child-on-child abuse (Child Protection and Safeguarding policy)

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment.

For further information, including how school deals with child-on-child abuse, see appendix 4 of the Child Protection and Safeguarding policy.

4. Roles and responsibilities

Promoting positive behaviour requires the commitment of all members of our school community, students, parents, governors and staff; it requires a consistency of practice across the school to ensure that students know the standard of behaviour that is expected of them.

4.1 The governing board

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher and Lead practitioner
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

4.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this policy in conjunction with the Lead practitioner for behaviour and governing body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with unwanted behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the school's 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 in school life
- Offering appropriate Continuous Professional Development Training on behaviour management (*Thrive and Team Teach*), 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 both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

4.3 Teachers and staff

Staff are responsible for:

- Acting in the child's best interests at all times. Ensuring their responses are reasonable, necessary and proportionate to both the situation and the child.
- Creating calm and safe environments for pupils
- Contribute to developing and maintaining a positive culture that promotes excellent behaviour
- Have high expectations for all pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils – (support plans and skills teaching)
- Considering their own behaviour, and ensure it contributes too and is supportive of the schools intended culture and upholds school rules and expectations
- Recording behaviour incidents promptly (within 24 hours), using Sleuth
- Provide appropriate challenge to pupils to meet the school's expectations

The in-house behaviour team will support staff in responding to behaviour incidents, where needed.

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- 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

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to support pupils.

4.5 Pupils – (KTS Values and school rules)

Pupils will be made aware of the following during their induction into the behaviour culture, where appropriate:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
 - The school's key values, rules and routines
 - The rewards they can earn for meeting the behaviour standard
 - The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated reminders and support, wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5.School behaviour curriculum and behaviour for learning

At KTS Academy, the safety and wellbeing of our pupils is a priority at all times. We aim to provide safe, calm, nurturing, supportive and happy environments, in which our pupils can learn develop, thrive and achieve. We manage behaviour well, with clear expectations and modelling. Being taught how to behave well and appropriately is vital so that each pupil can play their part in the creation of a community where all can flourish. We will achieve the policy aims by creating an atmosphere in which all pupils flourish intellectually and physically, spiritually and emotionally, socially and morally. Pupils will be able to give of their best in all aspects of school life and they will be encouraged and stimulated to fulfil their needs and aspirations.

Our school values and school rules support and promote this:

- **A unique child** – Respect yourself and others and celebrate your differences
- **Positive relationships** – Be kind
- **Enabling environments** – Take care of your environments
- **Learning and development** – Try your best

At KTS we foster the belief that behaviour is always a form of communication. We understand that children are communicating through their behaviour. We want our children to feel safe, valued, respected and have their needs met, and will work with them to teach them more socially acceptable ways of getting their needs met, reducing the need for them to use challenging behaviour to communicate. We follow a Positive Behaviour Support (PBS) approach, however embedded within our ethos is Thrive (see Appendix 4 for more information). We do not believe in any form of 'punishment' and KTS, as punishing a child for a behaviour may stop the behaviour for the moment, but it does not give the child support or provide alternate ways to act in difficult situations. At KTS we recognise that sanctions are not an effective method of behaviour support and often lead to lowered self-esteem and an escalation in behaviour. Therefore any 'sanction' at KTS is seen as a consequence directly linked to the behaviour and appropriate to the individual pupil's level of understanding. For example, following an incident where a pupil has injured another pupil, it may be necessary to separate them from the child that they hurt. Our adults work to help children find positive ways to communicate their needs to others, so that they learn important social and problem-solving skills, that will help them throughout their life.

Children who display behaviour that challenges may be communicating to adults that something is making them anxious, angry or that their needs are not being met. There may be many triggers for a single behaviour, such as being hungry, scared, hurt, tired, bored, sad or angry. Some children may engage in behaviour that seems destructive, physically, emotionally or socially. Sometimes children feel unsafe or out of control, so they take inappropriate action over the things they can control, like being able to kick someone. A child who has tried several times to communicate to adults about what s/he needs, but whose needs remain unmet, will often use challenging behaviour as a way of sending a very loud message; for some children, negative attention may be better than no attention. Children engage in challenging behaviour for a reason. The purpose may be to get someone's attention, stop an activity they don't like, or satisfy sensory or emotional needs. Some children may not be able to verbally describe the problem or know what is expected of their behaviour in a situation.

5.1 Behaviour support

In school we have a behaviour team, made up of 5 Team Teach Tutors. The current Team is made up of:

- Danielle Inkpen (Lead practitioner); Amy Dickinson; Lauren Parker; Michael Bennett; Rebecca Williams

5.2 Support plans (*risk assessment*)

Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence inappropriate behaviour and taking steps to divert behaviours leading towards foreseeable risk. For some pupils who need more support, or a planned consistent approach to their behaviours, a support plan (SP) will be put in place. These plans are written by the class teacher, in collaboration with their Teaching Assistants and the behaviour team if needed. Pupils are encouraged to participate in the development of their own support plans by focusing on positive alternatives and choices, if this is appropriate. The support plan follows the stages of distress and support (Team Teach) and details:

- Any prompts/guides and escorts to be used for transitions around school
- Those things that staff should do to keep a child calm and regulated, and ready to access learning
- Known triggers, that can lead to distress
- Behaviours a child may display, as they start to move away from their baseline behaviour
- Behaviours they may display when in crisis, and the agreed physical intervention techniques staff should use, to keep them safe.
- How they should be supported after a crisis, with a particular focus on positive listening and learning and rebuilding relationships.
- What skills teaching is needed to allow the child to be most successful.

Support plans are a working document to be shared with, and followed by all staff. They will be updated, as a minimum each term, but can be updated more frequently, if necessary. Support plans are shared and discussed with parents/carers at the start of each academic year (see appendix 1 for blank support plan example). The lead practitioner for behaviour will read the support plans at the start of the year, before they are shared with families to provide a layer of quality assurance.

As some of our pupils present an increased risk to themselves or others a support plans forms a pupil's individual risk assessments and should be followed by all staff. However, we understand that there may be times when events occur that are not detailed on a child's SP and staff are trained and expected to make a dynamic risk assessment. Staff must ensure their actions are in the child's best interests, reasonable, proportionate and necessary. This information will be added to a pupil's SP and become part of their agreed plan moving forward, if required.

Any pupils new to the school, will be given a period of assessment, during which time

5.3 Recording and reporting

The school uses an online software tool 'Sleuth' to track student behaviour. *Tracking* is a 3-stage process involving **recording** data (about negative incidents) which is then **analysed** to produce useful information that can **inform** our decisions and understanding of what's going on. All teaching staff are given training on how to use Sleuth to record an incident.

All negative incidents (low-level behaviours, physical interventions, serious behavioural incidents) will be recorded, in factual detail, within 24 hours of the incident. For all incidents reported, the behaviour team and senior leadership team (SLT) are notified via email, so they are aware that an incident has occurred, and can check in with class teams, if and when needed. Each week the lead practitioner will spend time reading through all recorded incidents and analyse them, feeding back to individuals and class teams with their reflections, suggestions and recommendations, to inform practice moving forward. They will look for patterns and trends in the behaviour data and may arrange meetings with class teams to offer support, after analysis of incidents has taken place.

Each half-term class teams will carry out their own class analysis of the incidents from the last half term. They will look at and discuss what has worked well in class, detailing the strategies and skills teaching used to support these successes. They will discuss any areas of concern in class, thinking about what skills teaching and strategies can be introduced to help this, before requesting help from the behaviour team, should this be needed. All of these analysis forms will be made accessible to the behaviour team who will discuss the analysis in a behaviour team meeting. During behaviour team meetings members are able to collaborate with colleagues and develop practice that makes a real and sustainable difference to the behaviour and personal development of every student.

The lead practitioner attends raising standards Governors committee meetings to discuss and feedback on behaviour support in school and an annual report is made available to governors.

Records should be kept for 75 years after the date of birth of the child.

5.5 Suspensions and Permanent Exclusions

See Suspension and permanent exclusion policy

The school can use suspension and permanent exclusion in response to serious incidents or when all reasonable strategies have been exhausted and reasonable adjustments made.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspension and permanent exclusions policy for more information

6. Positive handling and physical intervention

6.1 Reasonable force *(see also DfE 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' 2014)*

Teachers, and other school staff have a statutory power to use reasonable force to restrain pupils in a number of circumstances as set out in Section 93 of the Education and Inspections Act 2006. Teachers are generally permitted the use of reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The DfE guidance on the Use of Reasonable Force provides that teachers can use reasonable force:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts. The statutory provisions can apply when a teacher or other authorised person is:
 - On the premises of the school or academy;
 - Elsewhere at a time when, as a member of school or academy staff, he or she has lawful control or charge of the pupil concerned, for example, on an out-of-school activity.

Physical Intervention will only be an option, when everything else (de-escalation/distraction/lower expectations etc) has not been successful. Any physical Interventions are used on the principles of lowest amount of force, for the shortest time possible and will always be in the best interests of the child.

Any use of force will be recorded using the schools chosen recording platform 'Sleuth'.

6.2 Physical Intervention

KTS academy have chosen Team Teach as their method of Handling.

Staff in school are trained to look after the pupils in their care. The prime and most important role of all staff is to keep the pupils safe and free from harm. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property.

The term 'Positive Handling' includes a wide range of supportive non-physical intervention strategies for managing challenging behaviour. More than 95% of 'Positive Handling' is around using these strategies successfully. These strategies include diversion, distraction, verbal and non-verbal strategies and techniques, reducing demands, changes to environments, changes in staff, CALM stance and body language, offering options and alternatives, offering get out with dignity and offering reassurance.

Included in this framework are a small number of physical responses which may involve the use of force to control or restrain a pupil. The term 'physical intervention' is used when force is used to overcome active resistance. Physical Intervention is a last resort, staff may need to use, when everything else has been unsuccessful. These are referred to as 'Restrictive Physical Interventions' in National Guidance (DfES/DoH 2002). In school staff are trained in the safe and effective use of the following techniques:

- Personal safety techniques which include clothing, hair and bite responses, arm and neck safe disengagements
- Small child and one person holds including prompts, guides, escorts and the use of beanbags as supportive place to hold
- Two person holds including gradual and graded responses from the least physically restrictive to the most and grading it back down again. These responses include single elbow, double elbow, response to dead weight and seated holds.
- All staff have received training on elevated risks and are aware that holding a person by squeezing around the ribs, or forcing the body to bend forward can restrict breathing.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Head teacher may use **reasonable force** to control pupils. Examples of when such action may be reasonable are to prevent injury to themselves.

Any actions that a staff member takes must be **reasonable, proportionate, absolutely necessary** and **in the best interest of the child.**

When holding a pupil, staff will use the caring scripts, so they are aware that Team Teach is not about punishments or consequences. The caring scripts include '*We are holding you to keep you safe, when we can see and feel that you are calm, we will let go.*' '*We care too much about you, to let you be out of control.*' '*We will hold you safely, when you are not able to hold yourself safely.*'

At KTS we recognise we have a professional expectation that everyone will offer help and everyone shall receive help. This is a sign of professional strength and not a sign of weakness. If staff need immediate and urgent help, they should blow their whistle, to signal to others the need for immediate help and support. Otherwise we use help scripts in school:

'I'm here to help' -the member of staff makes a clear statement announcing they are there to help

'Thank you, can you help by..' - this member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class, help by taking over), but more importantly, they at this point retain autonomy over the situation.

'More help is available' - the word 'more' should provide a pause point for the member of staff currently dealing with the student. At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.

'What do you suggest?' - the focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.

'How about if I sit with John...and I'll catch up with you later' - this example provides us with a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we "catch up" with them later, to provide feedback and discuss outcomes.

Sometimes pupils may need to be removed from a situation and taken to another space (*such as 1:1 room/calm room/soft play*) where they can calm and regulate, staff will actively monitor and support them to help them recover and re-engage successfully as soon as is reasonably possible. This is called withdrawal. At KTS we do not use any form of seclusion or isolation. There may be times when individual pupils may benefit from withdrawal and may include:

- **Positive therapy** – to help a person to calm more quickly and enable them to learn to 'manage' their own emotional states by reacting on their behaviour and emotional expression. This approach sees withdrawal as leading to a beneficial therapeutic change in the individual.
- **Containment** – placing a person in a room alone preventing them from harming others in a time of crisis. As above, this approach also sees withdrawal as leading to a beneficial therapeutic change in the individual.

During these times staff should use the time constructively and offer appropriate activities that will support the child. No form of withdrawal will ever be used as a punishment. Whilst the staff member may not be directly in the same room as the child, they will always stay and closely observe and supervise the child at all times to ensure the health and safety and welfare of the individual.

As part of our duty of care for all students, we recognise that at times we have to restrict their liberty to keep them safe. This includes not allowing children to leave the school of their own free will, some school doors are fobbed, classroom doors have high handles, some pupils may have 1:1 support throughout the school day, monitoring and supervising all of their activities.

6.3 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 what actions to take. This will be looked at on a case-by-case basis. This is also the case when 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.

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. If so, a referral to children's social care may be appropriate.

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

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

6.4 Seizing, searching and confiscating (*see Searching, Screening and Confiscating, DfE 2022*)

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Before a search, staff will find an appropriate location, a member of staff, the same sex as the pupil, will conduct the search and another member of staff will be present to witness the search. The exception to this rule is, a member of the opposite sex may carry out the search **only** if they believe there is a risk of serious harm 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 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.

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.

After any search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the search and the events surrounding it.

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) without delay. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Parents/carers will be of any search and the outcome without delay.

6.4 Mobile Phones *(see Mobile Phone policy)*

Pupils are not allowed to use their mobile phones at school. If pupils bring their phones to school, they are given to staff at the start of the day and locked in an agreed place. They are returned at the end of the day.

7. Organising the classroom for effective communication and behaviour

7.1 Classroom management

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

- To maintain a positive culture of reward, support and encouragement within our school:
- All staff throughout the school day must be involved in encouraging, supporting, and reinforcing positive behaviour whenever and wherever they interact with pupil.
- We provide pupils with clear expectations, structure, and routine
- We use clear, simple language allowing pupils time to process and respond
- We use non-confrontational positive language e.g. “we are going to.then we are” Rather than” If you don’t... you won’t be able to...” “Don’t do “. We avoid negative language
- We use non-confrontational body language (e.g. standing off midline / bringing our self-down to pupil’s eye level remaining relaxed.) smiling, having a cheerful disposition, as appropriate
- We use C.A.L.M communication
 - **C**ommunication (*stance, postures, gestures, facial expressions, intonation, scripts*)
 - **A**wareness and assessment (*reading behaviour, knowledge of support plans, anticipating what might happen next*)
 - **L**istening and Learning (*give time and space, allow pauses for take up time, giving a way out*)
 - **M**aking safe (*objects, space, hotspots, safety responses*)
- We provide choices and alternatives in a positive way, e.g. visual schedules, now and next, choice boards
- We praise success and notice and celebrate when pupils are being helpful and cooperative
- We model positive and desirable behaviour
- We respect personal space
- We provide the space and opportunity for pupils to have a dignified exit and stand down in difficult situations
- Staff may ask a pupil if they want a break if they recognise a sequence of behaviours that may lead to an incident or crisis to try and deescalate the situation. We provide pupils with opportunities to visit calming spaces such as the sensory or soft playroom or to go outside for run around and dispel energy
- We provide support for making the right choices for example: choosing to go to a different learning environment, requesting a sensory processing activity e.g. weighted blanket, ear defenders, providing the opportunity to discuss actions with a familiar adult and work together to find a more appropriate response or solution, requesting a change of activity
- We monitor behaviour carefully and try to avoid escalation by change of environment / activity, diverting, distracting or redirecting, planned ignoring or change of adult
- We celebrate achievement and success
- We use positive reward systems such as praise, confirmation, reward charts, stickers with pupils earning a choice of favoured activities
- We involve pupils in decision making about their school
- We ensure pupils sensory needs are met
- We greet pupils as they arrive at school and check in throughout the day
- We conclude each day positively and start each day new

- We create a positive environment by considering:
 - Creating and maintain a stimulating environment that encourages pupils to be engaged
 - Display the school rules and values for everyone to see and refer to these as and when needed
 - Physical setting e.g. light, noise, crowds. Class management and organisation
 - Social setting e.g. people involved and how?
 - Activities and instruction e.g. methods and opportunities for choice
 - Scheduling and predictability e.g. structured day Visual timetables
 - Communication e.g. signing, symbols, use of AAC, language and vocabulary

All pupils will be given the opportunity to reflect on their actions, as appropriate to their individual needs. We recognise that this will look different for each individual learner. The aim is to support pupils to recognise their feelings and emotions and seek alternative strategies to manage their own behaviour and self-regulate successfully.

7.2 Safeguarding *(See Child Protection and Safeguarding Policy)*

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

We will consider whether a pupil's misbehaviour 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.

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

7.3 Responding to good behaviour

As a school we are committed to promoting positive behaviours and celebrating and rewarding effort and achievement. We recognise that our students possess a range of talents and abilities and are therefore committed to recognising and rewarding effort and achievement at all levels.

At KTS a positive approach is key to how we work with all of the pupils. Recognising and celebrating good behaviour and achievements is very important. Each class operates their own ways of doing this that is dependent on the individual needs and understanding of the pupils.

In addition, Upper and Lower School also have their own reward systems in place:

Lower School operates a reward system in line with the rest of the school. Certificates are earned by pupils for a variety of reasons, such as good effort, positive behaviour and displays of social or self-help skills. Certificates are rewarded in the weekly departmental assembly. Pupils then receive a Bronze Award for 5 certificates, a silver award for 10 certificates and a Gold Award for 15 certificates. A small prize and 'special' certificate are presented for each of these awards in the departmental assemblies.

Each week we have a 'Star of the Week' award in our departmental assembly. This is a very honourable and sought-after award! One pupil is presented with a certificate and they choose a prize from the 'Treasure Chest'. Their photograph is displayed in the department for the whole week.

We have a 'KTS Stars' board in the department, which is where 'wow moments' and great achievements for pupils are displayed. Cardboard stars are sent home with pupils and also kept in class for both staff and families to record these achievements on. These then are displayed on the board alongside the Star of the Week photographs.

Upper School also operate a Reward System in line with the rest of the school. All students earn credits (Pom poms, stars, stickers, notes in a book) in class. Pupils gain credits for a variety of reasons, such as good effort, positive behaviour and displays of social or self-help skills. Pupils then receive a Bronze Award and prize for 10 credits, a Silver Award and prize for 20 credits and a Gold Award and prize for 30 credits. In addition to this, each week we have a 'Star of the Week' awarded in our departmental assembly. A student is chosen from each class to come to the front of the assembly and a staff member will explain why they have been presented with this fantastic award! Pupils also earn a credit for being 'Star of the Week'.

8. Training

This school has adopted the Team Teach Model of training. All training is affiliated to the General Services Association and accredited by the Institute of Conflict Management and BILD. In school we have a team of qualified Team Teach Instructors who are responsible for training the staff within our school setting.

The level of training recommended is related to the level of risk faced by the member of staff. The level of training required is kept under review and may change in response to the needs of our students.

As we identify as a high-risk setting, we deliver Level 2 training to all our teaching staff. The initial training is 12 hours, which must be completed within 60 days. Once trained, staff should practice appropriate techniques regularly (once every term) following guidance from our in-house instructors and bring any problems or concerns to them.

Level 2 refresher training takes place every 24 months from initial training, changing to 12 months from 2024. This can be completed as one 6-hour session or broken down and completed in a smaller session every term (*must in total add up to 6 hours, over 24 months*).

When delivering training the Tutors will ensure they adhere to the Code of Practice and Protocols as set out by Team Teach (*see appendix*)

Throughout the year the behaviour team deliver whole school staff meetings, with a focus on behaviour, to contribute to staffs CPD.

The behaviour team are on hand to offer any support, guidance and training as it occurs. They will attend class team meetings and work with staff teams as needed, to ensure staff remain confident in their behaviour management techniques.

The Team Teach tutors have undertaken a 5-day initial training course, to qualify as tutors and refresh their certificate annually, on a 2-day course.

The Lead Practitioner has also completed their initial Thrive practitioner training, and completes their refresher annually.

All tutors undertake their own research and reading, and source and attend any CPD training that complements their practice.

The Lead practitioner is responsible for maintaining all paper work to do with staff training.

9. Working with parents/carers and other agencies

Staff work closely with parents/carers and involve them in supporting their child. Support plans are shared at the start of the year and they are kept informed if their child is having any behavioural difficulties. Parents/carers will be invited into school for a meeting to discuss strategies and how to support their child and consider what further support could be put in place. This might involve a referral to another agency, like CAMHS or the school counsellor.

Liaison and good communication between other agencies is crucial in ensuring a multi-agency approach to supporting each pupils. Regular multi-agency meetings are held in school. This might involve parents carers, as well as social workers, a psychiatrist, learning disability nurses and support workers. Working collaboratively ensures the best possible outcomes for the pupils.

10. Monitoring arrangements

Behaviour data will be analysed weekly by Lead practitioner for behaviour, with support from the behaviour team when needed. They will look for changes in behaviours and patterns over time. They may identify when a child needs more support and arrange meetings with teachers, class groups, Senior Leadership Team or call on other professionals and parents if needed.

When analysing behaviour data, a number of sources will be used including Sleuth, attendance and CPOMS, to ensure a whole view of individual pupils. The data will be analysed from a number of perspectives and for example may include; At school level; At individual pupil level; At individual staff level.

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

This policy will be reviewed annually, or more frequently if required by the Lead Practitioner for behaviour, and approved by the headteacher and board of governors.

10. Links

- Appendix 1 - Support Plan Template
- Appendix 2 - Tutors Protocols
- Appendix 3 - Tutors Code of Conduct
- Appendix 4 – PBS and Thrive

Appendix 1: support plan template



KTS Academy



Name:	<u>SUPPORT PLAN</u> <u>FOR THE ATTENTION OF ALL STAFF</u>	Parents Informed: <i>copy of 'Reward Behaviour and Positive Handling Policy' plus support plan sent to parents/guardians on _____</i>
Class:		
Date:		
THIS PLAN IS TO BE READ IN CONJUNCTION WITH THE CLASS INFORMATION FILE AND PERSONAL GOALS INFORMATION		
Thrive Plan:	LD/CAMHS involvement:	Sensory Assessment:
Medical Information:		
Additional needs:		
<u>Prompts and/or Guides to be used around school to help keep me safe:</u>		
<u>To keep me CALM and regulated and safe staff should:</u>		
<u>I can become dysregulated by the following triggers:</u>		
<u>Behaviours I may display when she starts to become dysregulated include: (Stage 1/2):</u>		
<u>What a crisis look like (Stage 3):</u>		
<u>As a last resort the following Physical Intervention Techniques may be required to keep them safe (stage 3):</u>		
<u>How to support me after a crisis (stage 4,5,6):</u>		
<u>Skills teaching for to help reduce the number of incidents:</u>		
<u>Date Reviewed:</u>	<u>Staff Involved:</u>	<u>Action:</u> Support plan written Support plan updated Continue and follow support plan

Appendix 2: Tutors Protocols

These protocols are stated to ensure quality control and clarity of purpose. So that trainers are supported and developed in the future, there is a need for the employer of the in-house trainer to decide on and clarify their role and responsibilities.

Trainers have a training function providing they adhere to the following:

- Training delivered involves an agreed pattern of follow up training sessions for their colleagues in their own service settings. In addition, reaccreditation training courses are provided for colleagues within the 50%-time allocation of the Positive Behaviour Management Level One – 6 Hour and Level Two – 12 Hour courses
- Provide sufficient emphasis on the preventative and de-escalation messages given to staff during their initial Team Teach training in these courses. "Playing up" the distraction, de-escalation elements and "playing down" the emphasis on positive handling strategies.
- Clarifying the definition of and criteria for the use of restraint.
- Supporting 50% reaccreditation training for other service setting staff, in conjunction with the service settings own Team Teach trainer within 12-15 months of the original course. Outside of their service setting, but within the limits of their certification, co-training the Positive Behaviour Management Level Two - 12 Hour Team Teach course for new staff (on a rota basis).
- Maintain an updated training register, in terms of names, content, duration/ dates/ venue, level of participation by individuals etc. Make the log records available for inspection at the Positive Behaviour Management Intermediate Trainer Reaccreditation course (2 day).

The trainer should also have a useful monitoring/ quality control function

Supporting the listening and learning of service users and staff, analysing and monitoring incidents where Team Teach techniques have been used.

- Monitoring the quality of recording of incidents involving Team Teach techniques.

The trainers should also have a useful advisory function:

Advising on the appropriateness of Team Teach techniques for use with specific service users.

Essential

- Remain familiar with the content of the Team Teach Trainers manual and resources.
- Keep refreshed by accessing the website (www.teamteach.co.uk) at least once a month, viewing relevant video files.
- Remain familiar with the statutory and non-statutory and authority/ employer guidance/ policy pertinent to positive handling and their service setting.
- Attend their own refresher training; (trainers will be responsible for maintaining their accreditation. Details of reaccreditation courses can be found [here](#).)
- Provide, within employer agreed time scales desirably in conjunction with other Team Teach Trainers, reaccreditation training for colleagues from their own service setting.
- Link with other Team Teach trainers to deliver re- accreditation training for other service setting staff for whom their employer has legal Health & Safety responsibility (when required and on a limited basis).

- Work with their service setting manager to identify a suitable space and obtain the necessary equipment required for the follow up training sessions.
- Work with their unit/ line manager to advise on a risk assessment in relation to the follow up training sessions.
- Ensure that during all training sessions sufficient emphasis is given by Team Teach trainers to the importance of prevention and de-escalation and the criteria for the use of restraint.
- Advise (a named person) in the first instance of any concerns in relation to the use of any of the Team Teach techniques.
- Contribute (as appropriate to their professional role) to follow up, analysing and monitoring the use of Team Teach techniques.
- Advise and monitor the quality and format of the recording of incidents in their service setting where Team Teach techniques have been used.
- Not to undertake the delivery of any form of Team Teach training, either alone or in any context, other than verbal advice, outside of their current designated role as Team Teach trainer for the Authorities/ employers children's homes/ schools as identified and supported by the relevant department's Policy
- There must be policy support, both corporate and local, that identifies Team Teach as the/ or one of the preferred methods of handling.

Desirable

- Provide short follow up training sessions for colleagues in their own service settings approximately every 6-12 weeks.
- Attend any one-off meetings that may become necessary in relation to the Team Teach trainers role.
- Provide monthly workshops for staff development opportunities.
- Carry out monthly random support spot checks of staff basic Team Teach knowledge, skills & understanding. Provide monthly support workshops for staff development.
- Advise, in conjunction with colleagues, on the appropriateness of Team Teach techniques for use with specific children or young people/ adults (for inclusion in individual Care & Education / Support & Intervention Plans (SIP's)).
- To enhance and continue their professional development within the Team Teach approach by assisting the Principal, Senior or experienced Employer's Lead Team Teach trainers on courses when invited and available.

Departments/ Authorities/ Employers Are Responsible for:

Essential

Selecting and generally supporting Team Teach trainers especially by recognising the strategic importance of their role by:

- Notifying and releasing all staff to attend their required reaccreditation training. For original courses 2 days and beyond this should be a minimum of 6 hours which can be accounted for cumulatively. For original courses of 6 hours duration the reaccreditation time should be no less than 3 hours. These

hours can be accounted for cumulatively and the focus of them should be targeted on service setting need within a holistic whole staff approach to behaviour supports & intervention.

- Allowing Team Teach trainers sufficient work-time to adequately prepare. For the delivery of the Positive Behaviour Management Level One – 6 Hour and Level Two – 12 Hour reaccreditation training, including pre and post-delivery briefing with the other Team Teach trainers involved.
- Allowing time in staff meetings (or at other specified times/ twilight sessions) every 6-12 weeks (minimum) to enable Team Teach trainers to deliver the required follow up training sessions to colleagues in their service settings.
- In conjunction with the units/schools Team Teach trainers, identify a suitable space and obtain the necessary equipment for the follow up training sessions.
- Carry out a risk assessment in relation to the follow up training sessions, drawing on the experience of the unit's/schools Team Teach trainers.
- Carry out a risk assessment in relation to the use of Team Teach techniques by individual members of staff.
- Carry out a risk assessment in relation to the use of Team Teach techniques on the service.
- Releasing Team Teach trainers to allow them to co-train the Positive Behaviour Management Level Two - 12 Hour Team Teach course for new staff. Note that this is expected to happen no more than once in any calendar year per trainer.

Desirable

- Permit and encourage Team Teach trainers to attend the Support Days and any one-off meeting that may become necessary in relation to the instructor's role.
- Release Team Teach trainers to attend the equivalent minimum support days with this level of expectation in relation to the extra responsibilities Team Teach trainers are likely to be asked to take on there are clear implications, both for the individuals in this role and their managers as well as for the employer/ department as a whole.
- If the training programme is going to be maintained and quality monitored, then the Local Authority/ employer has an essential role in the support of Team Teach trainers. As Team Teach trainers will become increasingly central to the process, investment in them and their role is crucial.

In relation to the broader implications of the role, it would appear necessary to clarify the position of the trainers with:

- Personnel: specifically concerning the extra responsibilities of staffing the role of a Team Teach trainer whether it is significant enough to suggest that they would be experiencing a change of role or additional substantial responsibilities.
- Legal Department: with regards to the legal liability of Team Teach trainers and the department/ authority/ employer in terms of appointing them to such a role, it is crucial that the value and strategic importance of the role is demonstrated in practical and real ways to the Team Teach trainers. This will also play a part in their retention.

Appendix 3: Tutors Code of Practice

Code of Practice for Trainers

This Code of Practice has been developed partly in collaboration with trainers and other training organisations. Specifically, it describes good practice in the development, delivery and monitoring of training.

Team Teach is committed to this Code and will require all trainers to work within the good practice guidelines and principles identified.

1. Policy Issues

- A values base set out in the policy that underpins the positive handling strategies.
- The legal framework, for example, duty of care and health and safety requirements which applies to participants in their workplace.
- Organisational policies on the management of nonverbal and verbal challenging behaviour which apply to course participants in their workplace.
- Organisational policies on the use of positive handling strategies which apply to course participants in their workplace.
- The principle of a gradual and graded continuum of response moving from least intrusive to more restrictive dependent on the circumstances.
- Good practice in reviewing risk assessment and support needs for all individuals involved.
- The importance of systematically monitoring the use of positive handling strategies and procedures to protect the best interests of individuals and staff.
- A named person/body responsible for such monitoring and evaluating.
- Staff should have an individual copy of their employer's Positive Handling Policy and evidence should be available of such a policy being read.

To ensure that staff training links directly with organisational policies, trainers should:

- Provide a pre-training briefing session for service managers and staff. See initial visit form.
- Ensure that training programmes are tailored to match variations in organisational policies.
- Require that organisational policies are reviewed and, if necessary, revised in light of what is learned during training sessions.
- Reference should be made to this Code of Practice and should be accessible during training.

2. Team Teach will only provide training within the context of a holistic approach to behaviour supports and interventions. Other than in the most exceptional of circumstances and where a risk assessment warrants it, physical techniques should not be taught in isolation.

- Those being provided with such an initial knowledge base will then need to attend a minimum of a Positive Behaviour Management Level One - 6 Hours course within the 60 working days (12 working weeks).
- Positive handling strategies should be integrated into Care/ Education/ PSP plans, with the involvement of the concerned adult/ child.

- Highlight need for behaviour policy if one is not in place or has not been reviewed.

2.1 The minimum training provided for course members to achieve a certificated level of competence will be a Positive Behaviour Management Level One - 6 Hour.

- This course will, in addition to positive handling strategies, provide modules related to the topics described in point 2 (above).

2.2 Trainers are required to identify course participants who may require additional training as a result of any of the following:

- Their working environment.
- The characteristics of the children/ adults they work with.
- Their own physical or psychological make-up

2.3 Training shall include:

- Assessment of service users for any health condition which would place them at risk in the event that positive handling was used.
- The Team Teach Health Guidance & Training Information leaflet must be distributed to course members at least two weeks before the course commences.
- Team Teach Trainers are to state the difference between holding, guiding and restraining.
- They should stress the importance of an agreed policy on contingent touch. What is and what is not acceptable within the specific service setting and where necessary individualised in the Team Teach plan.
- How to monitor the individual's physical well-being while positive handling strategies are employed.
- Procedures for assessment of a service user following the use of positive handling. This is especially important when the incident has involved a ground holding strategy. See Team Teach Response & Responsibilities Workbook.
- Provision of support/ de-briefing, following the use of positive handling for both the individual held, witnesses and staff concerned.
- Systems in place for monitoring and evaluating incidents, with a named person responsible.
- The service setting should carry out an analysis of positive handling strategies employed every 12 weeks. This should be reported back to a "responsible body" e.g. Governors/or Trustees/Management Body.

2.4 Training shall reflect the principles that any use of positive handling shall:

- Employ force that is reasonable, proportionate and necessary in the circumstances.
- Be used for the shortest period of time possible.
- Be sanctioned for shortest period of time possible.

2.5 Training shall be tailored to meet the needs and abilities of:

- The course participants (age, body weight, individual risk assessments).

- The individuals who are likely to need positive handling.
- The characteristics of the provider organisation, including its philosophy, mission statement and policy on the management of challenging behaviour.
- Staffing levels should reflect the ability of the organisation to minimise risk where it is foreseeable.

3. Techniques for Positive Handling

3.1 Each course shall set out, in writing, a programme that indicates the positive handling techniques that are to be taught.

3.2 When the course commences, course members should receive:

- The Team Teach Workbook that links the positive handling strategies to the holistic approach.

3.3 Training should be tailored and include techniques which are relevant and pertinent to the service setting concerned.

- The techniques should provide a range of responses to allow the trainer with the flexibility to select the appropriate strategies and emphasis for the setting concerned.
- Avoid procedures that sets out to deliberately inflict pain upon individuals in order to gain compliance and control.

3.4 In exceptional circumstances, personal safety techniques that result in discomfort may be deemed "reasonable, proportionate and necessary, for example, where a child/ adult holds a member of staff in a hair grab or bite in such a way as to cause extreme pain or serious injury.

- Where a person has been assessed as posing extreme risks to carers or others, more advanced robust strategies may occasionally be required.

3.5 Advanced techniques to meet the specific needs of children/ adults shall only be taught in exceptional circumstances, where the trainer has clearly established:

- The person's particular needs.
- The behaviours which cause concern.
- An explicit rationale for the use of individualised positive handling strategies.
- These advanced strategies should only be taught by an Advanced Team Teach Trainer to individuals who have already received a Positive Behaviour Management Level Two - 12 Hour Team Teach programme.
- Where such strategies are taught they should be designed to address specific behaviours presented by individual service users. They should only be introduced where there is clear risk assessment data-based evidence that other less intrusive/restrictive techniques have been considered and discounted.
- Such procedures must be individually prescribed; time limited, subject to detailed recording and reviewed regular intervals after each application.

3.6 Other less restrictive positive handling strategies taught to any group of participants should be appropriate for responding to incidents that commonly occur in their workplace.

3.7 Training shall include:

- How to avoid vulnerable parts of the body and potentially dangerous positions.
- The use of gradients of control and support to implement the principles of reasonable force and minimum duration.
- Consideration of age and gender of those requiring positive handling strategies.
- Clear guidance on the importance of using each technique as taught and not attempting unsupervised modifications.

4. Health and Safety During Training

4.1 Those attending courses that include instruction on practical techniques, involving the use of restrictive positive handling, shall receive clear information regarding the physical requirements for course participants. A Health Guidance & Training Information leaflet shall be provided at least two weeks before the start of the course.

4.2 Trainers must remind course participants of their responsibilities in relation to:

- Guarding against the risk of injury during training. Existing injuries that pose related health and or safety risks.
- Their responsibility for their own safety and welfare during training.
- Their responsibility for the safety and welfare of other course participants during training.

4.3 Anyone who is unsure of his/ her capacity to safely undertake training on positive handling techniques shall be offered assistance (employer's responsibility).

To undertake a personal risk assessment by an experienced occupational therapist or similar professional.

4.4 The trainer shall have the right to exclude anyone whose suitability for training is in doubt.

4.5 Training shall take place in a safe and suitable environment with sufficient space (away from furniture etc.) and exercise mats of suitable quality and thickness.

Participants will be required to undertake warm up exercises to ensure that they are physically and psychologically prepared to engage in the training activities, for example role plays and practice routines.

4.6 Trainers must explain their policy on staff welfare during training and what procedures they adopt to minimise the risk of injury or emotional distress. Information concerning the following should be given by "Team Teach" trainers:

- Stop Signal.
- No unannounced movements.
- No unsupervised practice during workshop sessions.
- Emotional & Physical opt out.
- Injuries & reporting procedures.

- Clothing & appearance.
- Co-operation not competition.
- Training/ Dry run
- Working within personal comfort zone.

4.7 Other than in exceptional circumstances, Team Teach employer trainers should not deliver training to new staff on their own.

- Thus, a Team Teach Positive Behaviour Management Level One - 6 Hour/ Level Two - 12 Hour course can include up to 24 course participants and will require a minimum of two Intermediate Team Teach trainers. These ratios increase by one trainer to 12 participants. Beyond these numbers therefore, the ratios increase by, 25 participants will require three trainers, 37 will require four trainers and so on.
- Advanced training (both Advanced Modules and Advanced Train-the-Trainer) will require a maximum of 8 course participants to two Advanced Trainers, then increasing by 8 participants to one Advanced Trainer. For example, an Advanced course for 17 participants will require three Advanced Trainers. Advanced courses should not go above 24 in number.

4.8 Intermediate trainers shall have access to a qualified first-aider and a first-aid kit to enable them to respond to injuries that might arise during training.

- Trainers should also make arrangements for someone (other than the trainer) with appropriate first aid qualifications to be available during training sessions.
- Trainers must know how to summon emergency services should a serious injury occur during a training session.
- Advanced "Team Teach" trainers are required to hold the equivalent of a One Day Emergency at Work Certificate whilst delivering advanced training modules.

4.9 Team Teach trainers are responsible for ensuring that they, through their employer, are adequately covered with appropriate personal and professional indemnity insurance. Team Teach is recommending a minimum coverage of £5 million.

5. Course Organisation

5.1 In advance of the course participants and their managers will receive written programme information regarding: (click here to see our Positive Behaviour Management Level One – 6 Hour and Level Two - 12 Hour programmes).

- The modules to be covered.
- The time committed to each module.
- The procedures (I.D.E.A.S) to be employed in teaching practical techniques (video presentations; demonstrations, role play should only be conducted by Team Teach trainers. Course participants should not be allowed to “act out” on Positive Behaviour Management Level One – 6 Hour and Level Two - 12 Hour course delivery. The number (nature / type) of positive handling techniques which will be taught.
- Ground rules to ensure good order and maintain safety (See Team Teach Health Guidance & Training Information leaflet).

5.2 Trainers must make it clear that they have a duty to report the following to the appropriate authorities:

- Inappropriate sexual behaviour (for example, inappropriate physical contact during practices).
- Accounts of service users / staff being mistreated.
- Poor performance relating to skills, knowledge or attitude required for the safe use of positive handling.

5.3 Courses will involve appropriate arrangements to ensure that managers, who are responsible for the workplace performance of course participants, are also instructed on the use of positive handling. This training will ensure that managers provide appropriate support to their staff and by monitoring the use of positive handling, protect the interests of children/ adults and staff.

5.4 All training courses will be organised so that they provide all participants with appropriate opportunities to:

- Learn and discuss the principles underlying the safe use of positive handling.
- Explore their own attitudes to the use of reasonable force with adults/children.
- Practise positive handling techniques under qualified supervision.

5.5 Team Teach training programmes will, through on-going trainer support, include:

- A review of good practice in the use of positive handling, including nonverbal and verbal strategies.
- Instruction in the use of selected positive handling techniques.
- Follow-up sessions to provide opportunities for practice and skills consolidation.
- An individualised approach to performance assessment.
- Periodic follow up courses to identify issues arising in the workplace, for example; problems in application of newly acquired skills or changing circumstances.

5.6 Individuals looking to train in Team Teach should attend a minimum of the Intermediate Trainer course and this should be given to suitable applicants who have:

- Satisfactorily completed a comprehensive introductory training course of no less than Positive Behaviour Management Level One - 6 Hour for mainstream and Level Two - 12 Hour for special.
- Undertaken appropriate work-based experience involving the use of positive handling after having completed an introductory course.

5.7 Selection of those suitable to become trainers will be based upon competence in the following areas:

- Attitudes towards adults and children with special needs and challenging behaviour and the use of reasonable force.
- Knowledge of the principles underpinning good practice in the use of positive handling.
- Skill in using a variety of positive handling techniques.
- A commitment to develop and improve teaching skills.

5.8 Aspiring trainers must be assessed in a training context and demonstrate their competence as trainers.

5.9 All trainer courses will include at least one re-accreditation course of not less than two day's duration to take place within 15 months after the initial training course.

6. Monitoring Performance

6.1 The performance of each participant on each part of the course shall be systematically evaluated and recorded. This will include:

- The attitudes of participants as reflected in their language and behaviour during the course.
- The knowledge of each participant regarding the principles underpinning the safe use of positive handling.
- The competence of each participant with respect to each practical technique.
- The number (nature/type) of positive handling techniques which will be taught.
- Ground rules to ensure good order and maintain safety. (See Team Teach Health Guidance & Training Information leaflet).

6.2 Certificates should be issued to all participants who achieve full attendance, demonstrate appropriate attitude, pass the quiz and are assessed as competent with regards to the core skill activities and techniques.

Competence is defined as the ability, within the training context, to perform a skill without being prompted by the trainers.

6.3 Participants' who do not complete the Intermediate Trainer course shall not be "qualified" to cascade training in positive handling strategies in their service setting / local authority/ employers' organisation.

6.4 The employer's organisation shall be provided with feedback (a training and summary evaluation report) on the performance of each course participant, including information on those who have completed and those who have not completed the course.

6.5 Participants who have not completed the course, and their managers, will receive feedback regarding:

- Their identified areas for further development.
- The action to be taken to improve and aid this development.

6.6 Employers are legally responsible for arranging refresher courses for their staff. Trainers should work in partnership with employers to facilitate reaccreditation courses and to ensure that staff skills are maintained at a level that is appropriate to their working environments. These courses should be within the minimum recommended time and content standards set by Team Teach.

6.7 Team Teach will:

- Maintain a record of trainers who are permitted to use the organisation's name, or to offer a type of training promoted by the organisation.
- Provide opportunities for instructors to maintain and update their knowledge and skills. Instructors can access information via the Team Teach website on www.teamteach.co.uk.

7. Evaluating and Record Keeping

7.1 For each Team Teach course a complete record shall be maintained which includes:

- The nature of the course (topics, duration, trainer, etc.).
- The organisation purchasing training.
- Name and work address of course participants and their employer organisation.
- Information regarding participants who have satisfactorily completed the course and those who have not.
- Action taken in respect of those participants who failed to demonstrate competence (“completed the movements required without prompting”).
- Occurrence of all injuries and 'near misses' during the training.
- Arrangements for follow-up support/ training when follow up / support training occurs.
- Which members of the original course attended follow up/ support training.

7.2 Team Teach shall maintain records regarding:

- The trainers who are currently recognised as qualified to provide training.
- The standards against which the competence of trainers is measured.
- The procedures employed to ensure trainers continue to meet these standards. The courses which have been provided by each trainer.

7.3 The “in-house” trainer must keep:

- A register of course members and their level of participation. A log record documenting their courses delivered.
- This should be made available at the reaccreditation course.
- Any injuries to staff or service users which come to light (for example, when follow-up support is requested) following a training course.

8. Professional Conduct

8.1 Team Teach undertakes to maintain high standards of professional conduct. This involves:

- Training staff to work in the best interests of children/ adults and staff.
- Adherence of a set of core values and to the Code of Practice set out in this document and the accompanying trainer Protocols.
- Maintaining an up-to-date knowledge of and respect for the law as it relates to the rights of service users with special needs and challenging behaviour and the duty of service providers.
- Only undertaking training for which they have appropriate experience, qualifications (should be within the permitted boundaries of their certification and expertise).

- Working with other trainers and the relevant statutory and voluntary bodies to improve knowledge and promote best practice.
- Working within the ICM accreditation scheme.
- Providing support to other trainers.
- Providing independent and objective expert advice to outside bodies including the courts and Local Safeguarding Designated Officers.
- Ensuring that all public announcements, including advertising, are accurate and are not likely to misinterpretation with respect to the type of training provided, its content, quality or likely impact on children/ adults or staff.

This Team Teach Code of Practice aims to work within the good practice principles established in the nationally accreditation scheme of ICM.

Appendix 4: Positive Behaviour Support (PBS) and Thrive

PBS

At KTS Academy we understand that the needs and abilities of our population is ever changing and our approach to behaviour support has to change to ensure it meets the needs of all our pupils. Many of our pupils have complex needs and often display behaviours linked to complex neurodevelopment and neuropsychiatric disorders; co-morbid developmental disorders (dual diagnosis); significant attachment and complex conduct disorders; communication and Autistic Spectrum Disorders. We take pride in our work in this area and are continually reviewing and developing our practice to support our pupils with these highly complex disorders. At KTS we recognise that all pupils are individuals and therefore the approaches used to support them must be personalised and tailored to meet their needs. For these reasons, we follow a positive behaviour support approach (PBS) and embrace both The Thrive Approach and Team Teach. Staff are trained in both approaches and depending on the individual, elements of either of these approaches may be used to support their behavioural needs. Both of these approaches focus on positive, individualised support, recognising all behaviour as communication.

Behaviour is a means of communication and all behaviour has a functional element. Behaviour that challenges can be described as a communication of 'unmet need'. When supporting someone who is exhibiting behaviour that may challenge us, we need to look at what message the pupil is attempting to convey. We therefore need to interpret these behaviours with care to try and consider the underlying cause (such as pain or distress). Behaviour that may challenge can take a wide variety of forms, from passive isolating behaviour to severe crisis or distress and incidents of aggression. We understand behaviour that may challenge us to be behaviour which:

- Prevents participation in social and educational activities
- Isolates the pupils from their peers
- Affects the learning and functioning of themselves and/ or others
- Reduces the pupil's opportunities for involvement in ordinary community activities
- Causes significant stress and additional demands on school family and carers
- Places the pupils or others in physical danger
- Damages property
- Is self-injurious

For our pupils with complex needs and challenging behaviour, a PBS approach is adopted, which is an effective and ethical way of supporting people with learning difficulties and disabilities who are at risk of behaviours that challenges. For these pupils, their challenging behaviour is most often the result of an unmet need, or a difficulty in communicating that need to others. We are aware that many of our pupils experience sensory issues and may find particular environments and experiences over stimulating, frightening or uncomfortable. Adults and peers can often be sources of unpredictable actions and sensory sensations; transitions and demands which interrupt routines and repetitive activities (which a pupil may rely on to give a sense of order and predictability to their day) can provoke anxieties which may be communicated to others through behaviours which are challenging in their nature. Many of our pupils do not have the ability to communicate their needs appropriately and immediately to us, causing their behaviour to escalate. Many of our pupils with complex emotional, communication and behavioural needs find it very difficult to cope with certain situations and demands including; waiting, being told "no", doing a non-preferred activity, tolerating an environment they deem unpleasant (i.e. too hot/loud etc.) or not having what they want at a certain time. In these situations, due to not being able to communicate their needs effectively a pupils behaviour can escalate.

In PBS, reactive strategies, such as applying negative consequences (e.g. taking away a favourite toy or game, withholding a planned treat or favoured activity, removing earned tokens, removing the pupil from the group to an area of isolation [commonly referred to as “time out”]), or ignoring the behaviour (and by default, ignoring the message the pupil is trying to convey through it), often leads to an escalation in behaviour, since the pupil can become anxious, angry or upset, or feel the need to try harder to get their message acknowledged.

With a PBS approach, staff learn to spot ‘warm-up’ signs that a pupil is having difficulty and act to address the underlying message so that the pupil does not need to display more challenging behaviour to convey that message. Staff use proactive strategies to support which may include requests being explained, environments being altered, transitions being forewarned, demands being reduced, emerging problems being solved. This may therefore involve removing boundaries/barriers and meeting the pupil’s immediate needs. Imposing demands and implementing boundaries would then later be worked on in a systematic way, through skills teaching, identified on a pupil’s support plan. Change of face is used frequently throughout the day. The overall goal of PBS is to improve the person’s quality of life and of those around them, thus reducing the likelihood of challenging behaviour occurring in the first place.

The teaching and learning approaches we adopt are fundamental in addressing behaviours that may challenge. The development of effective communication skills and the careful management of the environment are essential in minimising the incidents and impact of these behaviours that may challenge. Positive behaviour is encouraged and supported by:

- High quality teaching and learning well matched to individuals
- An engaging curriculum based on personalised learning • Exciting learning opportunities that are intrinsically rewarding
- High quality role models of staff with a consistent approach by all
- An understanding of the impact of special educational needs on pupils learning and behaviour
- A total communication environment
- High quality facilities and resources
- High staff: pupil ratios
- Working in partnership with parents and other professionals
- In-depth knowledge of every child’s strengths and level of development

Thrive

Thrive is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, particularly focusing on the role of creativity and play in developing emotional resilience. Positive relationships are key to healthy emotional development and staff use the key approaches listed above, when interacting with the pupils. In addition to this, staff are also trained in using The Vital Relational Functions (VRFs), when supporting children who become emotionally deregulated. These are a cornerstone of the Thrive approach and include: Attunement – ‘tune in’ to how a pupil is feeling, acknowledging their emotion and match it. Validation – Validate their perspective, demonstrating empathy to the way they have reacted. Containment – ‘catch and match’ the emotion, demonstrating an understanding and reassuring that someone is there to help them get through the situation and keep them safe. Soothing – sooth and calm their distress. Regulation – After catching and matching, model how to emotionally regulate. By using VRFs,

we hope that our pupils will learn to be able to understand their emotions, to apply thinking between feelings and learn to regulate their own emotional responses. Another important element of Thrive is the importance of providing clear boundaries and expectations. Thrive is a systematic, targeted approach which allows us to assess pupil's emotional development and set targets to support this using the Thrive Online assessment tool. Pupils that would benefit from a Thrive Plan are identified by class teachers and their teams and begin discussions with the schools Thrive practitioner. Their progress is monitored and plans are updated. We aim to promote calming spaces around school which containing creative resources for the activities identified in the Thrive Plans. Staff can access these spaces with pupils and work on targets in their plan either 1:1 or in small groups.