

The Bridge SEN School Behaviour Policy

The Bridge SEN School is committed to providing an environment conducive for our students and staff to learn and work effectively. During their stay with us, students are required to conduct themselves in a responsible and mature manner. We believe that good behaviour is a necessary precondition for effective teaching and learning to take place. However, due to the nature of school and the support we provide for young adults with a range of mental health disabilities, we do recognise that difficult or challenging behaviour is usually the result of a few very specific challenges. Because every young person is unique, the challenge is different for each student. Our behaviour policy is based on the principles of Positive Handling and uses techniques associated with Emotion coaching.

There are many factors which influence behaviour. To encourage good behaviour in our learners we adopt a wide range of strategies. We recognise that all of the following influence and encourage behaviour.

Aims

- To give learners responsibility appropriate to their stage of development which helps to encourage confidence, skills, independence and a sense of community
- For learners to take pride in their work and the school environment
- For learners to praise and encourage others and help build up their self esteem
- For learners to treat each other with respect regardless of sex, cultural or other differences
- To help learners develop a core of social skills and community values
- For learners to learn and allow others to learn
- For learners to understand themselves and develop the strategies to cope with anger disappointment, envy and failure
- For learners to try hard and persist with an activity
- For learners to share attention, equipment and friends
- For learners to use acceptable language
- To encourage self motivation in learners rather than an emphasis on working only for rewards
- For achievement/ good behaviour to be emphasised, recognised and celebrated

Strategies

To ensure learners adhere to the aims and ideals mentioned above The Bridge SEN School regularly monitors school routines to ensure all members of the school are familiar with all aspects of the school day.

Classrooms decorum is maintained by the teachers and on occasion by the academic manager who may deem it necessary to participate within a class to observe the behaviour of learners or to assess the ability of the teacher to maintain discipline. Communication can be frustrating for autistic learners especially those who are non verbal and so the teacher and classroom support staff will engage in a number of communicative methods to try and help the learner.

Interfering behaviour

Interfering behaviour varies among students with Autism and can range from mild, periodic vocal outbursts to inappropriate sexual touching. These behaviours disrupt the child's day-to-day activities and prevent positive interactions with other people Such behaviour can include but is not limited to the following:

- Attempting to or actually going to the toilet in non-designated places
- Public disrobing
- Refusal to cooperate to perform a task (eat, get dressed, play a game, do homework)
- Running from the authority figure at home, in public, at school
- Eating non-edible items such as paper, erasers, soap
- Making loud noises when quiet is expected
- Laughing at inappropriate social times

Challenging behaviour

Challenging behaviour can be defined as interfering behaviour that is more disruptive or potentially harmful to the student or those around them. Interfering behaviour can sometimes escalate into challenging behaviour so staff need to be vigilant of all behaviour in the classroom.

This can include but is not limited to:

- Destroying property
- Self-harming behaviour (banging one's head on a wall, and other self-harming actions)
- Physical assault or aggressive behaviour
- Sexualised behaviour (unwanted physical contact, public masturbation)
- Incontinence & public urination or defecation

All examples of challenging behaviour should whenever possible be recorded in the observation book as this could provide guidance for triggers or methods of managing the student in the future. Any occasion of challenging behaviour requires the completion of an incident report (appendix 1) which must be forwarded to the academic manager, school Principal and the Local authorities. Please see below the procedure for handling challenging behaviour that occurs in the classroom.

Autistic Learners

Challenging behaviour is often common among young people diagnosed with Autism. It may be caused by anxiety and stress, sensory processing differences, underlying medical conditions, and specific situations that the person finds distressing. Every person with Autism is unique and so the treatment and support of each person is similarly unique. Please see the school's Autism policy for more information about how we support Autistic learners.

The Procedure followed:

1. If any challenging behaviour is demonstrated, the staff will first attempt to de-escalate the situation and encourage the student verbally to sit down or to remain calm.
2. If the behaviour persists or seems to be escalating, the teachers or assistants should encourage or guide the learner to go the sensory/chill out room to calm down or have a time out. Alternatively, the student can be taken into the community with a member of staff to allow them to calm down in the fresh air.
3. If the behaviour escalates, and/or the student refuses to go to the sensory room, the priority should be to ensure the safety of any other nearby learners.

Any other student is at risk, should be encouraged to move from the area surrounding the disruptive learner.

4. If the disruptive behaviour continues, the staff will employ stern dissuasive tactics verbally or with sign to establish that the student is acting inappropriately and may provide means through which the student can communicate how they are feeling. Digital device, emotion chart or Pecs.

5. If student becomes violent towards any member of staff or him/herself, or destructive to any furniture or classroom equipment staff trained in physical restraint, in accordance with [Section 93, Education and Inspections Act 2006](#), can attempt to reasonable force to restrain the student. Restraining a violent student can be dangerous and distressing for the student so staff should only attempt this as a last resort. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Please see The Bridge SEN School restraint policy for more information about restraining students.

6. If it is deemed acceptable for the learner to rejoin the class once their challenging behaviour has subsided, they may do so. However, if they are still unsettled they will be advised to go to the sensory room or taken into the community with two members of staff and a driver if required, and they will be kept occupied with community activities until the end of school. The student's parent/guardian will be informed of the student's behaviour.

7. Any incident is recorded in our Incident Log Book and an incident report must be sent to the director and student's social worker within 24 hours of the incident (please see Appendix 1 for the Incident/Accident report at the end of this policy).

8. Following the incident staff should meet and discuss the trigger of the challenging behaviour and discuss strategies on how to prevent the occurrence from happening again.

Training for staff on how to Manage Challenging Behaviour

All staff at the Bridge are given autism awareness training, communication training, de-escalation training and Positive Handling training.

Support for staff if in a challenging situation

Dealing with challenging behaviour can be distressing or even physically injurious for staff involved in such care.

A risk assessment is created for each learner at the Bridge and student's EHCP is available for all student's working with the learner to view.

For more information about challenging students in the Bridge SEN School please consult the Challenging student Policy.

Peer on Peer abuse and Bullying

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This kind of abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences a result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm. Staff, alongside the safeguarding officer have to make their own judgements about each specific case and should use this policy guidance to help.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff should talk to the children in a calm and consistent manner without prejudice, judgment, or being dismissive or irresponsible in dealing with such sensitive matters:

- Always take complaints seriously
- Victims should always be reassured that they are safe and not made to feel they are creating a problem

- Gain a statement of facts from the learner(s) for non-verbal learners utilise other resources like CCTV footage, witness statements to get as clear a picture as possible
- Assess needs of victim and alleged perpetrator
- Need of referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

When recording sexualised behaviour:

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Use proper names for body parts but record exactly any language or vocabulary used by the learner. Use the learner' exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

Gather the facts by speaking to all the young people involved separately, gain a statement from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

Consider the Intent. Has this been a deliberate or contrived situation for a young person to be able to harm another? Is this a repeated occurrence?

Decide on your next course of action If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy. If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may

even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members. Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour. The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

COVID-19 RULES AND PROCEDURES

As a school, the safety and well-being of our community takes priority in these unprecedented times. Staff, learners and parents/carers must work together to ensure learners behave in ways which ensures the health and safety of everyone within the school premises. Staff, learners and parents/carers shares a responsibility to help enforce and follow the guidance set out in the safety measures highlighted in Appendix 2 (Please see below). This policy should be read alongside the Covid-19 policy.

RECORD KEEPING

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information will be kept confidential and stored securely. Unfounded allegations will result in all rights being re-instated and The Bridge SEN School may decide to pursue disciplinary action against the

	<p>individual who made their allegation. Founded allegations will be passed on to the police and will result in a termination of employment. THE BRIDGE SEN SCHOOL will also inform the Independent Safeguarding Authority (ISA) to ensure accurate records are kept. Records of founded and unfounded allegations should be retained and reviewed if new evidence comes to light.</p> <p>The Bridge SEN School is also committed to reviewing our policy and good practice annually. The academic manager is responsible for updating this policy.</p>	
	<p>Updated November 2021</p>	<p>Next update due December 2022</p>

Appendix 1

INCIDENT / OCCURRENCE / ACCIDENT REPORT

- ★ Use this form to record ALL incidents, including accidents to residents, staff and all other persons and ANY cases of known or suspected work or environment related issues.
- ★ The person in charge to complete a separate form for each person directly involved
- ★ Completing this form does not constitute an admission of liability of any kind of person
- ★ Any equipment involved in the incident should be retained in safe keeping for examination
- ★ If possible a separate statement form should be completed by any person directly involved or witness to the incident.
- ★ Otherwise a separate form should be completed by the person to whom the incident is first reported or who first noticed the incident if not a witness
- ★ All forms must be signed and kept in the appropriate files and cross referenced to the appropriate residents / staff files
- ★ All accidents / incidents MUST be reported immediately or as soon as possible thereafter to the Managing Director and where appropriate to the relevant Inspectorate

A WHICH OF THE FOLLOWING BEST DESCRIBES THE INCIDENT / ACCIDENT
--

Bruise Fall Fire Break in Physical Assault

Verbal abuse Death Ill health

Other (describe)

Please circle the appropriate description

B WHERE AND WHEN DID THE ACCIDENT OCCUR?

Exact location:
Address
Date and Time:

C NAME OF PERSON/ S DIRECTLY INVOLVED IN THE INCIDENT
--

Name:

Address:

Date of Birth:

Telephone number (if any):

Student Relative Staff Public member Visitor Workmen

Name:

Address:

Date of Birth:

Telephone number (if any):

Student Relative Staff Public member Visitor Workmen

D PERSON ASKED FOR ADVICE / INFORMED REGARDING INCIDENT OR INJURY
--

(Please circle appropriate person)

Officer in Charge

Manager

Doctor (GP)

Psychiatrist

A & E

Next of Kin

Fire /Police / Ambulance

Advocate

Registration and Inspection

Other - Team Leader

Managing Director X (must be informed of every incident / accident)

Date and Time above informed:

E APPARENT CIRCUMSTANCES OF INCIDENT / ACCIDENT (Give details)

POST INCIDENT.

ACTION PLAN

*this statement must be attached to the main incident / accident form

*

*

Name of Person Directly Involved	
Exact Location of Incident	
Date of Incident	
Time of Incident	

Full Details (use additional sheets if required)

Name:	
Date:	Signature:
Signed by Manager:	Date:

Appendix 1 – Learners Safety Measures in the School environment

COVID-19 SAFETY MEASURES/RISK ASSESSMENT

- Students brought to the centre by school vehicle are limited to two or three in the van along with minimum numbers of support workers hand sanitizers will be available on the vehicle and students will be encouraged to wear their face mask
- On arrival, Students will follow the appropriate social distancing guidelines.
- Students to follow school instructions on hygiene; washing hands regularly and sanitising
- Students will be split into bubbles no larger than 3, and must remain only with this small group whilst on the activity centre
- Students will be allowed to move around the premises according to specific instructions (for example out of bounds areas, queuing at least 2 metres apart)
- Students must follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and advised to avoid touching their mouth, nose and eyes with hands.
- Each student will have access to his or her own personal equipment when at the centre to help enforce social distancing. They will be using cleaned equipment that has been allocated to them such as pencils, rubbers, rulers etc and refrain from sharing any equipment with others.
- Surfaces and working equipment must be wiped clean or sanitized at the end of each daily activity session
- Students are to bring a bottle of water and packed lunches for personal use throughout the day. To maintain adequate social distancing, they are to have their lunch/snacks on their allocated space.
- Students are to leave equipment used at the centre on the premises (e.g. pencils, reading books etc)
- All students and staff to follow instructions for use of toilets
- Social distancing and signs will be in place around the centre and in each classroom

- Staff will support students with a strong focus on health and mental well-being
- Students who become symptomatic of Covid-19 may be required to stop visiting the centre and self isolate at home for the recommended period as stated by the latest government's guidelines. All support will be provided to these learners to ensure their education does not suffer.