

ancora house school

Whole School Positive Relationships and Behaviour Policy

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People involved in
Writing this policy:

Sian Thomas (Head teacher)
Senior Leadership Team

Consultation process:

All Staff
Governors

Person responsible:

Sian Thomas (Head teacher)

Display/availability:

Policy file: School office
 School Website

Monitoring:

Teachers
SLT
Governors

WHOLE SCHOOL POSITIVE BEHAVIOUR POLICY

Context:

Ancora House School operates at all levels within the scope of trauma informed practice. Young people referred to our service come from a range of backgrounds with complex history and presentation. Almost all have a disrupted school history and many have experienced adverse childhood experiences resulting in trauma. Some of our young people are experiencing episodes of low mood, depression, anxiety, suicidality, psychosis or serious eating difficulties.

This Positive Behaviour Policy is implemented to offer the safest, most secure experience possible to young people as they begin their journey towards recovery. The policy supports our enabling and empowering school community; it promotes skills of independence, reflection and positive choice.

All young people are treated as individuals and interventions are offered to meet individual needs. Whilst interventions offer flexible and adaptive responses, expectations remain high; they are clear and consistent.

Statement of Intent

Ancora House School actively promotes trauma informed practice, we believe that in order to enable effective learning to take place, positive relationships and behaviour in all aspects of school life should be established.

We aim to create a caring and respectful learning environment in the school by:

- Ensuring absolute **clarity** about the expected standard of learners' behaviour
- Praising good behaviour explicitly and celebrating success
- Ensuring that the behaviour policy is clearly understood by all staff, parents/carers and learners
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Ensuring that all learners are subject to clear sanctions or rewards.
- Encouraging **consistency** of response to both positive and negative behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring a staff presence throughout the school day to ensure learners safety and wellbeing
- Encouraging a **positive relationship** with parents and carers to develop a shared approach to involve them in the implementation of the behaviour policy and procedures
- Promoting **early intervention** for learners facing significant challenge
- Ensuring that staff understand the needs of SEND learners
- Identifying learners with specific behavioural issues and put appropriate support in place
- Building positive relationships with the parents/cares of learners with behaviour difficulties
- Ensuring that all school staff model the highest standards of behaviour and promote all learners to do the same
- The development of good relationships between staff and learners is central to the success of Ancora House School
- The framework for positive behaviour is defined by our Core Values and it is important that we all, as members of staff, model good behaviour to learners.
- Teaching and learning should take place within an atmosphere of mutual respect.
- Teachers are responsible for establishing clear classroom procedures and ensuring that an expectation of high warmth and high expectation is applied to behaviour
- Positive behaviour in lessons does not happen by accident; it is a result of well-planned lessons which have: pace; clear objectives and outcomes; a variety of activities that engage all learners with clearly differentiated tasks and effective plenaries.
- Learners learn best when they know what their targets are and what they have to do to achieve them.

KEY BELIEFS

At Ancora House School we believe that:

- Learners want to behave well
- Learners can learn to improve their behaviour
- Mistakes are part of the learning process
- All adults can implement strategies to support learners to improve their behaviour

As a team, we can support our learners through:

- the quality of our relationships with each other
- reflective practice
- the quality of our teaching
- the scaffolding and intervention we put in place

The scaffolding consists of:

- rights and responsibilities
- rules
- routines
- the language of choice
- rewards and consequences
- reparation
- descriptive praise
- reflective practice

At Ancora House School we believe that:

Learners want to behave well:

We believe that our learners are happy when they behave well and when that behaviour is recognised by adults and their peers.

Learners can learn to improve their behaviour:

Learning new behaviour is a task, just like learning to read or write.

Mistakes are part of the learning process:

We understand poor behaviour as a mistake which can be rectified.

We don't make a judgement about it – instead we support our learners to get it right.

Adults can implement strategies to support Learners to improve their behaviour:

Most adults have evolved ways of dealing with young people's behaviour based usually on their experience of being parented or parenting.

Working closely alongside parents, carers and agencies, Ancora House School aims to strengthen relationships and provide a consistent and thought through approach to improving learners' behaviour.

At Ancora House School, we meet learners' needs as holistically as possible; developing an understanding of why young people behave as they do, a positive attitude to the learner and their behaviours and effective strategies for managing the behaviours is fundamental to our roles. It requires a real commitment to ongoing professional development and the ethos of our school.

Adults can support our learners by:

The quality of our relationships with each other and them

- a) **our relationships with each other** provide the opportunity to model positive behaviour and attitudes. A culture of good communication, honesty and transparency promotes a consistent and safe approach to supporting positive behaviours; it removes the opportunity for collusion and splitting that can undermine the ethos of the School.
- b) **the quality of our relationships with our learners;** these relationships are crucial. Each adult is a significant adult for our learners.

To foster successful, enabling relationships we need to:

- actively build mutual trust and rapport
- demonstrate belief in the learner – that they **can** succeed. Let the learner know this in a range of ways
- treat the learner with dignity and respect at all times e.g. by saying 'thank you'; by listening carefully and validating their feelings
- listen respectfully to the learner, and make a judgement about how/when to respond
- enjoy their company – have fun together, where and when appropriate
- hear the message behind the words/behaviour; ask yourself **why** the learner is behaving in this way – there will always be a reason; the behaviour is a symptom
- see things through e.g. if learners have to make up time, the teacher concerned must help them to do this during the appropriate time
- keep our word – do whatever we say we will do
- look for the good in the learner – identify the positives with the learner and build on them
- apologise if you make a mistake – you are modelling this for the learner; this engenders respect
- name and manage your own emotional reactions to learners' behaviour i.e., demonstrate emotionally intelligent behaviour at all times
- let go of your memory/feelings of a learner's previous bad behaviour – it's unhelpful history; focus instead on getting it right in the future
- quietly but firmly hold appropriate boundaries for the learners. Never let learners do whatever they want, when this would infringe the rights or comfort of others – boundaries make learners feel safe

The quality of the teaching, learning and assessment we provide

If we are able to meet each learner at their starting point in most cases poor behaviour is likely to decrease/disappear.

To do this we need to:

- accurately assess the learner e.g. learning ability, learning approaches and level of achievement in order to move them on
- support learners with mental health problems to set realistic goals in the context of their condition
- plan to meet the learners range of needs e.g. equipment, seating, groupings, use of TA
- know what the learners **believe** they can do i.e. self-esteem, self-image and adjust expectations accordingly
- know what motivates each learner and use it to help them achieve
- carefully plan lessons to ensure that we meet each learner at their point of learning i.e. the work should be not too easy, nor too hard and we should plan for success and to raise aspirations
- include the learners in the target setting and evaluation process, using appropriate language(self-assessment)
- give the learners feedback on progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress – they should know the next steps
- praise the learners for their specific achievements i.e. descriptive praise that is clear and explicit
- actively teach the learners positive learning behaviours, so that they know what to do to ensure successful lessons e.g., enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc.

The scaffolding we put in place

By this we mean all the things we do (see below) to support our learners to manage their own behaviour successfully.

The scaffolding

Rights:

All of our learners have a right to:

- learn, and to make progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way (emotional intelligence)

Our staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way

Responsibilities:

- are linked to rights
- At Ancora House School, we recognise that we are responsible our own behaviour; we recognise behaviour as choice, however, at Ancora House School some Learners are experiencing acute mental health problems and we understand that some behaviours are driven by these problems
- we can change our own behaviour
- we own our feelings

Clear expectations support positive behaviour.

Rules should be:

- achievable
- few in number
- personalised and agreed with learners
- written in a language the learners can understand (including visual cues)
- stated in the positive
- regularly referred to by all staff with learners
- regularly reviewed with the learners during tutor time
- prominently displayed in appropriate areas
- appropriate to the activity/place/age range

Routines support our learners by fixing desired behaviours in their minds:

- the start/end of the session
- moving from classroom to elsewhere
- entering/leaving the classroom
- Break times
- greeting visitors
- collecting equipment / helping to tidy the space

The more consistency there is over routines, the easier it is for our learners to adopt them and to benefit from the security boundaries offer.

The language of choice

This is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This language:

- increases learners' sense of responsibility
- regards mistakes as part of learning
- removes the struggle for power
- is positive
- overtly links responsibility, choice and consequence
- helps them to take responsibility
- helps them to manage their own behaviour
- increases their independence

Rewards and Consequences

Rewards must feel valued, rewards can vary from small acknowledgments to school points and individual recognition. They are part of the 'language' in this school. They include:

- nods, smiles, thumbs up - social rewards
- descriptive praise- directly linked to targeted areas
- Individual stickers, merits, commendations - symbolic rewards
- letters/notes/ texts to parents
- special activities
- special responsibilities/privileges

Rewards should be linked to positive choices and achievements; they should focus on the specific behaviours we wish to support to improve.

Rewards will lose value if they are used inappropriately, for example if trying to secure attendance at a session, the offer of a 'reward' as an incentive then slips into bribery and undermines the rewards system.

Safety

Feeling safe is vitally important for staff and learners.

At Ancora House School, learners who are inpatients are often experiencing a range of difficulties that may result in unpredictable behaviours. To ensure we can keep both staff and learners safe each teaching space has a telephone that may be used to request support if a learner is struggling to manage the lesson.

In the event of a significant difficulty that puts either staff, a learner or group of learners at risk, each staff member has an alarm, upon pulling the alarm clinical team members will respond promptly to assist with managing the situation safely.

The clinical team name a designated member of staff to attend education daily, this is to provide a timely response to any concerns around the learner's mental health needs.

In the absence of either the Head Teacher, the Deputy Head Teacher or the Assistant Head Teacher, a member of the teaching team will be nominated to monitor activity in classrooms to ensure safety of staff and learners.

All staff are expected to be mindful of colleagues and learners; and to be vigilant with staff and learner safety.

Intervention

At Ancora House School we believe in helping learners to understand consequences of our actions and behaviours, whether they are positive or negative.

Ancora House School is a trauma informed school, we acknowledge that behaviours are communication; often within the context of mental health problems and trauma; interventions provide the skills for young people to adopt more helpful and positive ways of communicating.

Behaviour	Intervention
Learner disrupts lesson	Learner leaves lesson and accepts support session with TA Use of Colour Zones or emojis to identify mood and feelings Staff support if the learner is experiencing unusual experiences, worrying thoughts, negative thoughts, direct to a low stimulus area Learner is supported to reflect on for their specific actions and the impact on others Parents /carers notified with discussion of ways forward (solution focussed)
Learner arrives late for lesson	Teacher may require the learner to make up this time from their own time e.g. Break time Target set for prompt arrival – success recognised with phone call home, merit points on personal reward system
Learner leaves without permission (Community Site)	Absconson Policy followed, parent/ carer contacted, then police, return to school meeting undertaken to reflect on risks of behaviour Target set to reflect expectation of behaviour going forward

Learners are actively encouraged and supported to own their behaviours and actions.

It is important for our learners to clearly link a specific behaviour with its consequence and impact on themselves and others.

The consequence needs to be a natural consequence, which makes sense to the learner.

In the event that a young person struggles to manage in the education setting and that this leads to risk taking behaviours, a period of time for support and reflection may be offered; this may be that a young person remains at home (directed off site to improve behaviour) or on the ward for up to 24 hours, so that there is sufficient time for parents/carers or staff to reflect with the young person on the events that took place and to consider any additional support or strategies that could be helpful. In addition; this also allows the teaching team time to de-brief, reflect on practice and put any further support, intervention or risk assessment on to the young person's plan.

Reflection time should not be punitive but instead, a constructive opportunity to risk assess and implement change. E Learning will be made available to any learner directed off site.

Intervention may include:

- adaptations to timetables
- shortened sessions
- teaching on the ward
- recognition of struggle or achievement via a phone call to parents/carers
- meeting with the Head Teacher or the Deputy Head Teacher to reflect on events and work out a potential solution
- meeting with the Head Teacher or the Deputy Head Teacher to celebrate success.

Reparation means repairing relationships, or 'making good' in some way

We believe that learners should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focusses the learner's mind on the punishment, rather than what they did. This frequently leads to learners feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

We support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

'I liked the way you opened the door for Luke'

'I noticed how kindly you supported Kerry, thank you'

'Thank you for returning to class so promptly' etc.

'It was helpful that you felt able to tell me how you were feeling'

We are also giving them positive feedback and personal recognition; this raises self-esteem and leads to improved behaviour.

ROLES AND RESPONSIBILITIES REGARDING THIS POLICY

General

At Ancora House School we all have a responsibility to:

- read this policy
- understand it
- ensure that our practice is in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

Specific

Teaching team:

- quality of teaching and learning in the classroom – ensuring appropriate differentiation (100% good/outstanding lessons)
- classroom climate – ensure that learners feel emotionally and physically safe; clear routines, clear expectations; feel that staff are in control.
- best planned use of teaching assistants, and other resources, to support learning and behaviour- e.g., Targeted interventions
- liaise with the other teachers over incidents/successes
- follow through with learners until incidents are resolved
- monitor behaviour in lessons and adapt approaches to ensure success for the Learners

Tutors

- Model good communication and positive interaction
- Use tutor time to engage in conversations to explore barriers
- Advise and support other staff (Ts and TAs) on effective behaviour strategies for learners
- Work in partnership with the colleagues to secure achievable targets for improving behaviour and outcomes
- Keep detailed records of incidents or improvements, utilising CPOMS and de-briefing (Community Site) (SIMS) to monitor progress and to establish patterns, frequency charts (Hospital Site)
- Populate CPOMS with any incidents of bullying, racism, sexism, homophobia
- Review strategies regularly and adapt if not working
- Develop positive relationships with all parents/ carers to support learner behaviour both in school and at home; fortnightly phone calls home are a minimum expectation for school to home contact; additional calls/ texts/emails may be made to celebrate success or to highlight an area of need around behaviour and engagement.
- Be prepared to contribute to meetings with parents, carers and multi-agency teams to address behavioural, social, mental health or emotional difficulties.

Teaching Assistants (TAs)

- to support the teacher, with teaching and behaviour management
- to support the learners with their learning, developing understanding of their difficulties and self-management of their behaviour
- to support the development and maintenance of a positive classroom climate

- to ensure that the environment is physically safe and if not to report by email to the Business Manager
- to teach the learners how to manage their behaviour positively around the school at all times
- to ensure that learners manage their behaviour positively during school trips and when offsite
- to complete incident/accident reports, complete CPOMs entries as required

Senior Staff

- to actively model good practice in trauma informed approaches
- to facilitate and enable teachers and teaching assistants to manage behaviour effectively through continuing professional development
- to support learners with understanding the school's approach to behaviour management
- to support parents/ carers with understanding the school's approach to behaviour management, and with behaviour management strategies
- to regularly review policy and practice

Learners – as individuals and members of the school community

- to understand the school's approach to behaviour management
- to improve their own behaviour, in line with our policy, so that they develop skills towards more consistent emotionally intelligent behaviour; this may include self-assessment against agreed targets which will be reviewed regularly
- to support their peers to improve their behaviour, in line with our policy

Parents and Carers

- To work closely in partnership with school to provide a consistent and holistic approach to promoting positive behaviour
- to support the school's approach to behaviour management, in line with this policy
- to support their child in learning to manage their own behaviour through one clear shared message; consistent approaches and high expectations
- to take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management

Governors

- to review and approve the school's policy
- to support the school with its implementation
- to hear the case for fixed term/permanent exclusions, and to decide on the appropriate course of action. Our target is 0 permanent exclusions; we use fixed term exclusions rarely, and only to mark inappropriate /unsafe behaviour for a learner
- to regularly monitor behaviour incidents through visits and CPOMS

LEARNERS WITH ADDITIONAL NEEDS

The majority of our learners have social, emotional and or mental health needs and including learners on the autistic spectrum.

The majority of learners at Ancora House School Hospital and Community sites respond positively when staff work within these guidelines.
A small percentage of our learners need additional support to help them manage their impulses and behaviour.

We do this by:

- working in line with this policy
- putting in more scaffolding, tailored to the specific needs of each learner.

This might include:

- changing the class group/input from the TA/varying the classroom management
- making the routines/strategies more detailed
- drawing up (in collaboration with clinicians where relevant) an Individual Positive Behaviour Plan/Risk Assessment (RA), detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff (for consistency).
- Parent/Learner contracts – regularly reviewed
- Individual interventions
- Observations and targeted support with teachers, parents and learners (six-week intervention)
- drawing on additional resources from beyond the school e.g., CAMHS, YPS, IART (Family Support Workers) or the clinical team

BULLYING including Cyber bullying (see E Safety Policy)

- we do not tolerate bullying at Ancora House School
- bullying should **never** be ignored
- **all** instances of bullying must be recorded on CPOMS
- parents should be informed by the staff member by telephone or face to face
- every instance needs to be addressed, in line with this policy, with each Learner involved taking responsibility for their actions, reflecting on and agreeing to stop/change the behaviour causing concern.

This agreement needs to be monitored by the tutor /TA to ensure that the bullying has ceased. If problems persist, they should be referred to the Safeguarding Lead

- incidents are reported to LA and Governors termly

SEXUAL HARRASMENT AND PEER ON PEER ABUSE

At Ancora House School, we take a zero tolerance approach to abuse or harassment of any kind. Our approach is both supportive and protective; it makes it clear that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Due to a wider societal culture of victim blaming, our learners may be afraid of how reporting incidents of abuse and harassment reflects on them. At Ancora House School we strive to achieve a culture and ethos of respect, tolerance, acceptance and diversity; this makes it easier for our learners to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

However seemingly small an incident is; if it has caused discomfort to any individual our learners are encouraged to report it. Our learners need to have the message that we:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Will not tolerate or accept abuse

Key definitions

Child on child sexual abuse:

when a child (anyone under the age of 18) commits an act of sexual violence or harassment against another child
Sexual violence: rape, assault by penetration, or sexual assault (intentional sexual touching)

Sexual harassment:

conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting

Up skirting:

taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm

Sexual activity is an offence if:

- Person B (the victim) does not consent
- Person A (the perpetrator) does not reasonably believe that Person B consents

Someone consents if they:

- Agree by choice
- Have the freedom and capacity to choose

Consequences and Response

As an SEMH and Medical Needs education provision, we are mindful that our learners come to us with a wide range of physical or mental health problems; lived experience and sometimes trauma.

The senior leadership team including the SENDCo and the Designated Safeguarding Lead will assess the situation to formulate the most appropriate response.

- All responses to individual incidents will be rigorous and timely
- Consequences will be proportionate to the incident
- Parents and carers of both the victim and the alleged perpetrator will be informed unless safeguarding dictates otherwise
- Communication with clinical professionals will take place where relevant
- The Police may be contacted in some circumstances, more often the Police Community Support Officer

RACIST LANGUAGE/INCIDENTS

- Although quite rare, they are not acceptable at Ancora House School.
- They should be dealt with in line with this policy.
- They MUST be recorded on CPOMS
- Sexist, homophobic, disability abuse - is not acceptable and should be dealt with in line with this policy

WORRYING/UNUSUAL BEHAVIOUR: Safeguarding Young people

Staff must immediately report any worrying/unusual behaviour to our Safeguarding Lead and all Information/conversations recorded on CPOMS.

The school's Safeguarding Policy will be followed.

Tutor Time

Tutor time is a crucial part of the school's curriculum, through 16 Habits of Mind and RICs targets' tutor time offers the opportunity to promote positive behaviour and to support the social, emotional, mental health and wellbeing of our Learners.

Tutor Time:

- promotes equality of value i.e., all people in the group are of equal value, as people
- gives all learners a chance to speak and to be listened to
- specifically addresses behaviour, with the intention of:
 - acknowledging feelings
 - being non-judgmental
 - giving feelings a language for expression
 - looking for solutions

At Ancora House School and Hub we engender confidence in learners to tell an adult, if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it's a positive thing to do.

Physical contact – we work with highly vulnerable groups where the issue of touching a learner may be used **appropriately** e.g. shaking hands, a pat on shoulder in view of other responsible adults.

Staff should be vigilant and mindful that individual learner's experiences and presenting problems may dictate that a 'no touch' approach is preferable Cheshire and Wirral Partnership Trust Policy requires that if physical contact takes place it is recorded in care notes.

Restraint or holding

Ancora House School does not advocate restraint. Young people admitted to the ward may, on occasions, require a level of holding or restraint whilst on the ward. All young people attending education from the ward are risk assessed and those with any level of risk beyond Level 1 are accompanied by a clinical team member. In the event that a young person is about to be at serious risk of harm staff can intervene in a proportionate way to secure the safety of that young person.

See Appendices: DfE Use of Reasonable Force

MONITORING

- we need consistent behaviour management throughout the school, appropriately adapted to the age/ability and the presenting problems of the learner
- we will observe and feedback to staff on observed good practice and areas for development, staff to share information at weekly pastoral meetings

- The school's CPOMS system allows detailed reporting and data available for analysis to inform practice.
- SIMS is utilised to track interventions and measure progress against targets
- RICHs (School Social, Cognitions and Communication assessment tool) monitors progress

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

In order to further improve practice, staff can

- apply to go on individual courses out of school, as part of their individual Continuing Professional Development identified in their Performance Development meetings
- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- attend whole school, and team training sessions on behaviour management
- share good practice and observations in Pastoral meetings

Appendix 1

Preventative Interventions

Knowing our learners well supports positive interaction, communication and engagement. One Page Profiles completed on admission allow the opportunity to explore potential or known barriers with the learner. Meeting home school staff and parents and carers is essential in order to collaborate and co-produce support and interventions with the young person.

Daily check-ins in tutor time or on the wards can support young people in offering validation and adaptation to their planned day.

Colour zones, emotion scales or emojis are visual tools that encourages and supports learners to identify where they are in the present moment; this enables the creation of strategies that can be built over time, reviewed and adapted.

Physical Intervention Policy

We believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between learners. These include:

- Injury, or risk of injury, to another learner
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be **proportionate, reasonable** and **appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff owe a **duty of care** to learners. To take no action, where the outcome is that a learner injures themselves, or another, including staff, could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with Learners are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop learners from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a learner's exit. Staff teaching in the hospital should pull their alarm for assistance.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly.

Help Script

- Connect by using learner's name
- Recognise the feelings
- Tell the learner you're there to help
- 'You talk and I will listen'
- Give direction
- What do you need right now?

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture (e.g. not folded arms)
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices

Application of Force (DfES advice to schools 10/98)

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a learner
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a learner by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a learner face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- o Make their presence felt – “stop fighting, stop fighting”
- o Send for assistance
- o Spell out sanctions
- o Remove the ‘fuel’ by clearing the ‘audience’ away
- o Be a witness
- o Intervene physically if confident and having assessed the degree of risk

But should not ignore or walk away.

Signed:

Chair (or Vice-Chair of Governors) _____ Date _____

Head teacher (or Deputy Head teacher) _____ Date _____