



Positive Engagement Policy (Behaviour)

Bennerley Fields School

Positive Engagement

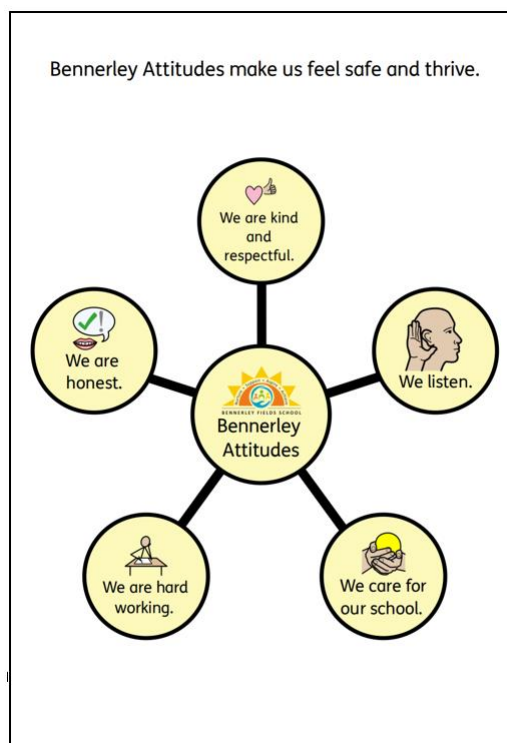
Positive engagement is any behaviour or strategy which encourages and maintains the good order and conduct of our school. Positive engagement ensures our pupils and staff feel safe, secure and welcome as a member of our school and wider community.

Philosophy

Bennerley Fields School provides a caring and supportive learning environment that encourages positive behaviour and where all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

The philosophy of Team Teach is central to our ethos and emphasises that all behaviour is communication. Our whole community promotes appropriate behaviours through the implementation of personalised, proactive and positive behaviour support strategies. The involvement of parents/carers and pupils in this process is encouraged and valued. This approach also aims to increase 'pupils self-esteem, self-control and motivation to learn.

Bennerley Attitudes



The Bennerley Attitudes are a shared language of positive expectation. These attitudes form the basis of the reward and reflection. The formation of healthy relationships is the basis of much good behaviour, mood management and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our pupils to learn the social boundaries of behaviour.

The THRIVE Approach

The Thrive approach is a development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes. Bennerley Fields has embedded the THRIVE Approach to further support pupils to develop their social and emotional wellbeing.

Zones of Regulation

The Zones of Regulation is a systematic, cognitive behavioural approach used to teach self regulation by categorising emotions into four concrete coloured zones. The Zones of Regulation framework provides strategies to teach our pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Our pupils check in with how they are feeling in the Zones of Regulation throughout the day, and pupils will learn to express their emotional state and access calming and alerting strategies available to them within the school.

Roles and Responsibilities

Responsibility of the Local Governing Body:

- To ensure that the school policy is regularly reviewed and conforms to relevant law and guidance
- To oversee the implementation of the policy with reference to the health and safety of pupils and staff in conjunction with the Safeguarding Policy
- To keep themselves informed through regular meetings with staff and visits to the school
- To make recommendations to the SLT about any amendments

Responsibility of the Headteacher:

- To implement the policy within the whole school
- To ensure appropriate risk assessments are carried out and understood by all staff
- To ensure effective joint working with partner agencies
- To ensure all staff and volunteers have the appropriate training
- To ensure adequate staff supervision, particularly for staff who support pupils with challenging behaviour

Responsibilities of Positive Engagement Lead

- To ensure that school practice adheres to the Bennerley Fields Positive Engagement Policy and reflects the Team Teach principles
- To ensure the policy is regularly reviewed and conforms to the relevant law and guidance
- To ensure the policy is implemented across the whole school
- To train all staff in Team Teach (Level 2) including approved physical interventions
- To support class teachers with the implementation of Positive Behaviour Support Plans
- To monitor trends in behaviour incidents to support functional assessment
- To support classes in implementing positive engagement strategies
- To work in partnership with external agencies
- To ensure all staff have access to a debrief
- To report to the LGB on behaviour incidents and the use of restrictive physical interventions

Responsibilities of staff:

- To follow the procedures set out in this policy
- To notify the SLT of any serious incident and to follow the appropriate school procedures concerning incidents and accidents
- To complete Positive Behaviour Support Plans for pupils who display challenging behaviour
- To complete appropriate risk assessments in order to ensure risks are minimised
- To fulfil their duty of care that requires them to act in the pupil's best interest and to treat all pupils fairly, with respect and understanding
- In instances where behaviour causes a safeguarding concern, follow the school safeguarding procedures
- To record incidents of challenging behaviour using *Iris Adapt* <https://portal.irisadapt.com/>
- To report any concerns about practice to the Headteacher, or if appropriate to the Chair of the Local Governing Body (See Whistleblowing Policy)
- To provide positive role models to all pupils, ensuring their conduct reflects the good practice of the school
- To follow the principles of Team Teach, undertaking dynamic risk assessment, with emphasis on proactive strategies and de-escalation techniques that encourage positive behaviour support
- To work with colleagues, pupils, parents/carers and external agencies to ensure that functional analysis and behaviour support strategies are developed together and consistent in all settings

Responsibilities of pupils:

- To follow the school ethos
- To enable others to learn
- To treat each other with respect
- To work with staff to develop behaviour support strategies, where possible

Responsibilities of parents:

- To keep the school informed about concerns, problems and family circumstances which may affect their child's behaviour or well-being
- To work with staff to plan and implement Positive Behaviour Support Plans

- To treat each other with respect
- Where relevant, to work with staff and external agencies to ensure that functional analysis and behaviour support strategies are developed together and are consistently implemented in all settings

Bullying

Bullying is not acceptable behaviour in our school. All the members of the school community, adults and children, have rights and responsibilities towards each other. Our School Rules, Vision and Values give clear guidelines on how to treat others. (See Anti-Bullying Policy)

Equality and Diversity

We believe in equality of opportunity for all pupils, including those who behave appropriately, and we make every effort to put it into practice at all times.

We ensure we take into account a pupils' needs, disabilities or protected characteristics through our response to challenging behaviour in the following ways:

- Ensure pupils' safety **always** comes first
- Avoid automatic sanctions or those that are heavily punitive
- Take the time to fully understand the context for the behaviour, including considering the possibility of safeguarding issues, mental health issues and the SEN needs of the pupil
- Offer safeguarding support to all pupils who need it
- Consider whether you should refer the pupil to any source of external support
- Balance the needs of the individual pupil(s) concerned with the wellbeing and safety of the wider school community
- Ensure the needs of the pupils through the curriculum are being fully met and this is not a trigger for behaviour concerns
- When deciding whether a pupil receives a suspension or exclusion, take into account the pupil's overall level of understanding, triggers before an incident, disabilities, protected characteristics and the pupil's understanding of 'consequences'
- Have a restorative approach first and foremost to dealing with behavioural challenges

Rewards

Positive engagement is reinforced and rewarded in a variety of ways:

- Verbal praise
- Token systems e.g. Class Dojo
- Certificates, stickers and stampers
- Reward schedules
- Positive phone calls home
- Motivators bespoke to the individual
- Sharing good work and effort with other staff including the Headteacher

Sanctions

Due to the complexity of their needs, pupils at Bennerley Fields require support and guidance to maintain appropriate behaviour. Challenging behaviour is never condoned or excused but understood within the context of their needs and personal history. Consequences, conditions and sanctions for inappropriate behaviour are only ever applied

on an individual basis in line with the context of the situation and needs and understanding of the pupil.

Permissible sanctions

- Natural consequences are the most powerful and impactful in changing behaviour when used in a timely fashion
- Reparation – reasonable ‘making good’ of a situation, e.g. picking up items that have been thrown
- The removal of a planned, timetabled activity must only be as a result of a Risk Assessment which demonstrates that the risks cannot be managed safely
- Discussion about the behaviour, this may be within the class team or with a more senior member of staff
- Time in / time out during break times
- Completion of work during break times
- Phone calls home
- Suspensions or permanent exclusion (in extreme circumstances)

Prohibited sanctions

- Corporal punishment, including smacking and rough handling
- Withholding of food and drink that is part of their normal dietary requirements or force feeding
- Withholding of basic physical comforts such as warmth and appropriate clothing
- Withholding medication that has been prescribed to be taken during the school day

Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE’s latest guidance on [searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items are:

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. In the absence of the Headteacher the Deputy Headteacher can deputise on this decision.

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Deputy Headteacher/ designated safeguarding lead who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher/Deputy Headteacher or designated safeguarding lead to try and determine why the pupil is refusing to comply.

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

whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

Outer clothing includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3 if they believe that a search has revealed a safeguarding risk. All searches for prohibited items, including incidents where no items were found, will be recorded in *My Concern*, the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Screening

Bennerley Fields School does not screen pupils on entry to the school.

Training

All staff receive safeguarding training annually and receive regular updates throughout the year. All staff receive Team Teach Level 2 training at induction which is refreshed bi-annually and receive regular updates throughout the year.

Recording and Reporting Challenging Behaviour

Staff are required to record incidents of challenging behaviour using *Iris Adapt* <https://portal.irisadapt.com/>. Incidents must be recorded within 24 hours of occurrence by the members of staff involved.

Staff will use the ABC model to support functional behaviour analysis and future planning. This involves identifying:

- **Antecedents** (or Action): what action or event occurred before a behaviour of interest took place. This might be hunger, tiredness or particular triggers.
- **Behaviour**: a description of the behaviour itself, which includes what happened, what was said, for how long and how intense.
- **Consequence**: what took place following the behaviour. For example, whether the pupil withdrew from an activity, experienced sensory stimulation, or the response to the behaviour.

Staff will record the intensity of the behaviour using the following scale:

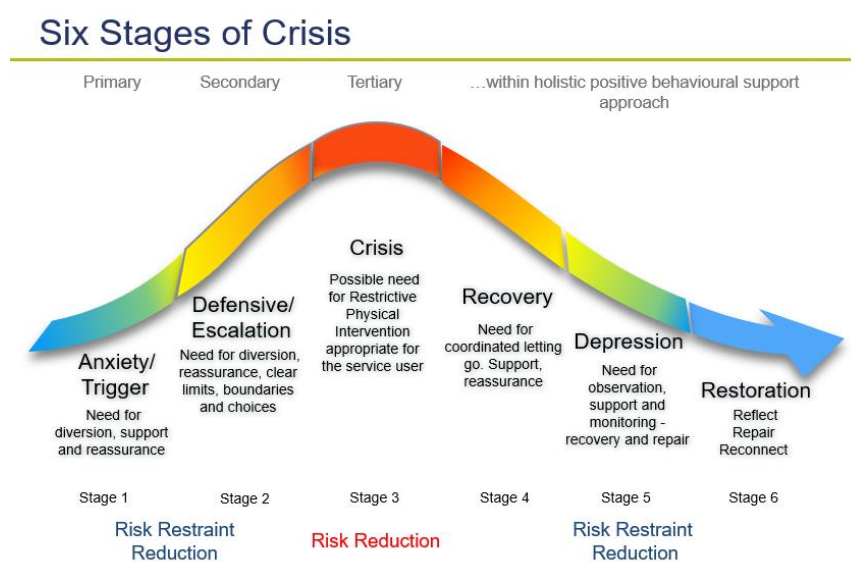
Mild	Threats of aggression or violence. An action that has not caused an injury, but has an indirect impact on others such as noise being a trigger for others' behaviour or distracting others during incident.
Moderate	Aggression towards self or others which may cause a minor injury. Absconding to an unsafe place within school or climbing on something inappropriate / beyond a safe height.
Severe	Aggression or violence which results in an injury that requires medical attention. Throwing items or tipping furniture which may put others or self at risk of harm. Displaying behaviours that neglect self-dignity such as removing clothes, flashing etc.
Critical	Behaviours that put self or others at risk of significant harm A behaviour that results in a more serious injury or actions that result in significant damage that means a space becomes unusable.

Incidents will be reviewed by the SLT regularly. All staff and pupils will have access to a debrief, which will be used as a reflective tool to support future planning.

Behaviour Risk Assessment

Behaviour can be described as challenging when it is of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion. In such cases a behaviour risk assessment is completed to define the presented behaviour and review the frequency and impact of the behaviour. This process then supports the implementation of a Positive Engagement Plan.

Positive Behaviour Support Plans



A Positive Behaviour Support Plan outlines the strategies staff can use to support the pupil at each stage of their arousal curve, including when they are in crisis. This may include Restrictive Physical Interventions (RPIs). All RPIs will be an approved Team Teach intervention and undertaken by a trained member of staff. RPIs should always be for the shortest amount of time, be the least restrictive and always in the best interest of the pupil.

Each Positive Engagement Plan is written with class staff and the Positive Engagement Lead and is shared with the parent/carer, and where possible with the pupil. These are discussed as part of a multi-agency approach with external agencies such as Health, Social Care, Complex Behaviour Service and CAMHS.

Proactive Strategies that support positive behaviour

- Unconditional positive regard
- Providing a secure and happy environment
- Providing models of good behaviour
- Teaching behavioural and social skills and expectations and providing opportunities for pupils to practice in real life settings
- Developing high quality relationships between staff, pupils and parents/carers
- Listening and understanding
- Offering stimulating activities which engage pupils in their learning
- Showing mutual respect for other people, their possessions and the school environment
- Positive reinforcement – delivered at a level that is appropriate for the pupil
- Reward schedules that are appropriate, proportionate and delivered consistently
- Responsibilities that enhance a pupils' self-esteem

Post Incident Learning

Pupils are encouraged to reflect on their behaviour throughout the curriculum, actions and consequences are explored explicitly during PHSE curriculum and during group and individual discussions. Structured, post incident reflection is encouraged through the introduction of the Post Incident Learning form. This talking frame enables pupils to reflect on the actions and feelings of all parties involved, linking to the common language of the Zones of Regulation. Staff can then support plans for alternative responses to reduce likelihood of incidents recurring.

Associated Policies:

- Positive Touch Policy,
- Physical Intervention Policy,
- Anti-Bullying Policy

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools Advice for headteachers and school staff (DfE, 2022)
- Keeping Children Safe in Education (2023)
- Reducing the Need for Restraint and Restrictive Interventions (HMG,2019)
- The Equality Act (2010)
- Searching, Screening and Confiscation Advice for Schools (DfE, 2022)
- Mental Capacity (Amendment) Act (2019)
- The Use of Reasonable Force in Schools
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.



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Version	Reviewed in School	Approved by SLT	Ratified at LGB	Minute Number
1-Date Approved	-	-	08.05.2018	19.4
2	-	-	28.09.2020	20.4
2	02.07.2021	16.07.2021	27.09.2021	20.1
3	18.10.22	SLT - 31.10.22	NA	NA
4	28.11.23	SLT– 22.01.24	NA	NA
4.1	16.02.24	SLT– 28.02.24	NA	NA
Review Requirement:		1 Year		
Approval Level:		SLT		