



# Medina House School

## Behaviour Policy

March 2021

Date Policy adopted by FGB : \_\_\_\_\_

Signed: \_\_\_\_\_ Matt Atkins  
Chair of Governors

Review Date: March 2022

# Behaviour Policy / Pupil Discipline

## Introduction:

All schools are required to have a behaviour policy. This policy must reflect legislation covered by:

- Education and Inspections Act 2006
- School Standards and Framework Act 1998
- Education Act 2002

This policy should be read in conjunction with the policy for Safeguarding, Moving and Handling and for Positive Restrictive Interventions.

## Governors

Governors of every school are required to set out the principles that underpin the behaviour policy of their school. The Headteacher is expected to develop the detailed policy that supports the Governors' principles for behaviour support. All staff are expected to adhere to the behaviour policy in their day to day work with pupils, parents and other staff.

## The members of the Medina House Governing Board believe that:

All children are capable of learning and have a right to learn.

All children learn best in an orderly and calm atmosphere.

All children and staff of Medina House School have the right to be protected from harm

All children should be supported to better regulate their own behaviour as they grow and develop.

In order to achieve this, the Governors believe that the school will need:

- 1) Strong school leadership and
- 2) A consistent approach to behaviour support, including:
  - school organisation and facilities;
  - supportive classrooms;
  - well developed behaviour support strategies
  - embedded teaching of good behaviour;
  - agreed pupil support systems and
  - application of agreed rewards and sanctions
  - consideration given to managing pupil transition
  - A total communication environment.
- 3) Continuous staff development and support
- 4) Close liaison with parents and other agencies.

## The Aims of Medina House Behaviour Support Policy

At Medina House we provide a happy, secure and nurturing environment for all those who learn, work in, or visit the school.

We believe that each and every person in our school is important, should be valued and have the right to feel safe.

We aim:

- to develop positive attitudes to learning in a rich, stimulating and challenging environment.
- to develop an understanding of sharing and caring in a 'community' where self-esteem, dignity and the abilities of the individual are recognised and valued.
- we strive for our pupils' success; our work is characterised by a positive approach.

- we place great emphasis on the development of personal qualities such as self-esteem, self-awareness, adaptability etc. Such qualities enable our pupils to use their skills in a variety of settings.

### **Admissions and Exclusions**

All pupils admitted to Medina House have an Education Health Care Plan, naming the school. Their admission will follow a statutory assessment or Annual Review of the statement and a subsequent agreement by SEN panel that their needs meet the admissions criteria for Medina House School.

Only in the most extreme examples of potentially or excessive harmful behaviour will the school consider any exclusion. In almost all cases this would be an exclusion of no more than three days and it would always trigger a multi-agency meeting or interim review of the statement. The exclusion would be seen as an opportunity to get the right support in place for the pupil and their family.

Pupils find it easiest to behave in an acceptable way when they are clear about the expectations of adults and others in the school. Therefore every member of staff and governors, whatever their role is expected to set a good example for behaviour and interact in a positive way with every pupil that they meet in class and around the school.

In addition to whole school rules, which were devised in consultation with the school council and staff, some classes have agreed rules that are relevant and meaningful to pupils in the group. These are clearly displayed in the classroom in order that any adults entering will quickly be made aware. Some pupils also have individual rules relating to behaviour plans and personal reward systems.

If there are any known behavioural concerns when a new pupil is first admitted to the school, a risk assessment is undertaken. This involves tracking their behaviour to establish behaviour patterns, triggers for poor behaviour and any situations where their behaviour may be dangerous, either to themselves or to others.

When behavioural concerns are recognised for any pupil, tracking and a multi-agency discussion will lead to a behaviour risk assessment and an individual behaviour support plan. The behaviour support plan will be discussed with parents/carers and shared by all staff coming into contact with the pupil. All staff are expected to follow the agreed procedures.

The behaviour of all pupils with individual behaviour support plans is tracked, with incidents logged by staff, and monitored and evaluated by the behaviour co-ordinator. Any concerns are discussed with class staff and outside agencies as appropriate and where necessary a new individual behaviour support plan will be written.

In exceptional cases, an assessment may be requested from an educational psychologist or other relevant outside professional.

### **Supportive Classrooms**

In order to promote good behaviour, all classrooms should:

- have routines that are well established and understood by all pupils.
- be tidy, well organised and free from clutter.
- have equipment and learning resources that are in good repair and age appropriate.
- have environments that vary according to the needs of the group. Some will have stimulating and engaging displays and resources, others will be calming spaces, which are deliberately made low distraction.

- have relevant information about each pupil's needs and priority targets that is readily available for all staff.
- have appropriate visual timetables displayed for staff and pupils and routinely used.
- have objects of reference for activities when appropriate
- be a total communication environment.

### **Teaching of Good Behaviour**

Teaching pupils how to manage their own behaviour well and take responsibility for their own actions is a primary concern at Medina House.

At Medina House good behaviour is modelled by staff throughout the school day. Staff are expected to show respect for all pupils and other adults that they come into contact with.

Whenever possible pupils are encouraged to monitor their own behaviour and to think about how they could have managed a situation differently to get a better outcome.

Every day at Medina House provides a fresh start for every pupil. All pupils are welcomed into school with the expectation that they will be good today.

### **Behaviour Support strategies**

At Medina House School we recognise that "behaviour is communication". Behaviour Support Plans are developed from analysis of the communicative function of the behaviour which informs strategies to teach alternative and more effective ways of communicating and meeting the pupils needs. We follow the multi-element model proposed in La Vigna, GW & Willis, TJ (1995) "Challenging Behaviour: A model for breaking the barriers to social and community integration", illustrated in the attached diagram.

Behaviour support strategies are based on trust and well developed relationships between pupils and staff.

Rules are few and agreed. They use pupil-friendly language and symbols where appropriate.

Instructions given by staff must be clear and unambiguous. The language used is always positive, telling the pupil what they should do, not what they must stop doing.

Where a pupil's behaviour has been identified as a priority concern there is an agreed individual Behaviour Support Plan. The BSP must be understood by all staff who work with the pupil. To be successful, strategies must be applied consistently, no matter who is working with pupil or who else is in the classroom at the time.

At Medina House, we put the greatest emphasis on developing primary and secondary interventions to support behaviour. In rare cases these may fail and it could then be necessary to use physical intervention.

If a pupil exhibits behaviour that is dangerous, either to him / herself or other pupils and adults they may need to be physically held or escorted. The majority of staff are trained in Maybo techniques for de-escalation and holding that limit the cause of possible harm. (see Appendix 1)

If a member of staff is new to the school and they have not yet been Maybo trained, they are forbidden from physically holding or escorting children except in an emergency situation when any adult would have a duty of care. Other staff with appropriate training will always be on hand to take over the situation and handle the behaviour.

Pupils are physically held or escorted for the minimum amount of time necessary for them to calm or to be removed to a place of safety. All incidents of physical intervention are recorded in detail.

When a pupil can be predicted to need physical intervention on a regular basis, they will have a Responsive Strategy Plan as part of their Behaviour Support Plan and this will be agreed with parents.

Parents are always informed and offered the opportunity to talk to the Headteacher when a physical intervention has been necessary.

It is important to the success of any strategies that aim to change unacceptable behaviours that the same approaches are used across school and at home whenever possible. It is important therefore that parents are involved from the start in identifying problem behaviours and deciding on the most appropriate support strategies. This applies even where a behaviour is not significant enough to result in a BSP. Parents will be informed about the good behaviour of their child as well as any incidents that occur.

Consistency towards behaviour support across the school is vital to its success, therefore as new strategies are introduced all staff are informed within meetings/briefings.

### **Praise**

Praise is the biggest motivator of good and on-task behaviour (for the majority of pupils). Research shows that praise statements must happen at least three times as often as critical statements in order to achieve improvements in behaviour.

However, to be effective praise statements must be relevant to the behaviour we want to manage (for example “well done for staying on task”) and must not be overused to the point where they are meaningless.

In Medina House, praise is a major strand of behaviour support policy and underpins a more concrete system of rewards that pupils work towards. In rare cases praise is a trigger of anxiety e.g where pupils have extremely low esteem, all staff will be made aware of this and alternative ways of celebrating achievement and reinforcing good behaviour will be found.

### **Rewards and Sanctions**

Rewards and sanctions in Medina House relate directly to class or school rules and individual behaviour targets.

Rewards can be individual or class based. They vary from class to class but are consistently applied and staff must make sure that pupils understand that they are “fair”.

Rewards must be manageable within the classroom and the school environment. Pupils know what rewards are available and what they are working towards. Good examples are ten minutes on a computer before home time or an extra ten minutes doing a preferred classroom activity at lunchtime.

Rewards that can be earned across a morning or an afternoon or a whole day are most effective for some pupils, but there should always be tangible evidence that the pupil or group is earning a reward by behaving appropriately. Example that are used in Medina House might include points, stickers, stamps, colouring a square on a picture, ticking a chart or building up a picture of a reward they are working for. These are effective because they can be seen by pupils to increase over time. The more difficult a pupil’s behaviour is to modify, the more frequently these reinforcers are used – five minutes can be a very long time for a child. For some pupils the reward may need to be instant.

Whole school rewards include Golden Time, awards and certificates, ‘Star of the Week’ and identification of a ‘pupil of the term’ in each class.

If behaviour deteriorates, appropriate sanctions may be needed. “Time to think” and the thinking chair are approaches that can be used to help the pupil reflect on their own behaviour and make the right choices. This is accompanied by the “counting down strategy” and the requirement to think about next steps as appropriate – which may e.g include an apology/sorry letter.

On occasion a preferred activity may be withheld but this is only where a child's level of understanding enables him/her to link withdrawal of the activity to inappropriate behaviour (but not if it has been earned as a reward for previous good behaviour)

### **Zones of Regulation**

We work with our local Occupational Therapists to facilitate 'Zones of Regulation' across the school. This is a colour-coded strategy geared towards helping pupils gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.

Activities are designed to help pupils recognise when they are in different emotional states or 'zones', with each of the four zones represented by a different colour. Pupils are supported to learn how to use strategies to stay in a zone or move from one to another.

Strategies including calming techniques, cognitive strategies and sensory supports to develop a personalised toolbox of methods to use to self-regulate.

**Red Zone** = extremely heightened states of alertness/ intense emotions (elation, anger, rage, terror)

**Yellow Zone** = heightened state of alertness/ elected emotion with more control (stress/frustration, anxiety, excitement, silliness, nervous)

**Green Zone** = calm state of alertness (happy, focused, content, ready to learn)

**Blue Zone** = low state of alertness/ down feelings (sad, tired, sick, bored)

### **Supporting Pupil Transition**

Certain times during the school day are more difficult for pupils than others. This is particularly so when a pupil is having difficulty regulating his/her own behaviour. To help with this staff always give pupils warning when they are about to change an activity or change to a different learning space in recognition that transition can induce anxiety for many of our pupils.

Staff welcome pupils into school in order that behaviour can be well supported from the beginning of the day. This also gives staff an opportunity to receive information from home that may have a big impact throughout the day. We ask that parents/carers tell us about anything significant that may affect their child's behaviour or cause their child concern and there is a behaviour/mood section in home/school books to address this.

For the same reason, staff ensure that pupils are not left on their own at the end of the day but are handed over to parents/carers/escorts by a familiar member of staff.

When pupils move schools it is important that information about how best to support behaviour is part of the pupil's transition arrangements. Staff at Medina House will share relevant information while continuing to respect any confidentiality issues.

For any planned move in/out of Medina House School, transition visits are carefully organised to reduce anxiety as much as possible.

### **Bullying**

It is rare that pupils at Medina House are involved in deliberate bullying or harassment. However, on occasions behaviours associated with a particular pupil's disability may lead to oppressive behaviour or targeting of another pupil. Regardless of the reasons for it happening bullying, harassment and oppressive behaviours are not tolerated. Every effort is made to explain why these behaviours are not acceptable and to change the behaviour as quickly as possible.

Where this is not possible the pupils involved will be separated as far as possible. Parents will always be told when any incident takes place.

### **Changes in behaviour**

Sometimes changes in behaviour are an important indication that something else is happening to distress the pupil concerned.

Where sudden changes are noted, these will be brought to the attention of the behaviour manager or Head Teacher in order that they can be monitored and if appropriate discussed with parents/carers or outside agencies, in line with the school's Safeguarding Policy.

If parents have concerns about changes in their child's behaviour they are encouraged to discuss these with their child's class teacher or the Head Teacher.

### **Temporary / Fixed Term Exclusion**

On very rare occasions, the Headteacher may feel that the school cannot manage a pupil's behaviour and they will be given a fixed term exclusion. This is an opportunity for the school to work with other support agencies and the Local Authority to find a solution that best meets the pupil's needs. Parents will be invited to a review meeting before their child returns to school.

At Medina House we do not expect to permanently exclude any pupil, although in the most extreme circumstances a multi-agency meeting may lead to a pupil transferring to another school /setting. In those circumstances, Medina House staff will continue to work with the pupil, the parents and the receiving school to ensure a smooth transition and the best outcome for the pupil.

### **Monitoring**

When a pupil presents challenging or unacceptable behaviour, their behaviours will be tracked daily and progress monitored to show improvement over time. This will demonstrate the success of behaviour support procedures.

Significant behaviour incidents are recorded on an agreed pro-forma and shared with the Headteacher or Assistant Head on the day it happens. This will provide a source of monitoring information and feed into developing new strategies and approaches to behaviour support.

This Behaviour Policy will be responsive to changing needs within the school and will be reviewed annually, in line with national expectations.

### **ATAS (Attachment & Trauma Aware School)**

Medina House School is committed to being an 'Attachment & Trauma Aware School'.

To this end, we have a trained team of 5 ATAS staff.

All staff receive training to develop their awareness and understanding of the implications of Attachment issues and Trauma on our young people's development and their ability to manage their emotions.

We use strategies such as Emotion Coaching as part of our daily practice and response to pupils when they are indicating that they have complex support needs. These practices will be built into their Behaviour Support Plan as a fundamental strategy to support the young person's emotional development and to help them develop self regulation techniques.

**Physical Interventions – Guidance for staff**

The application of any form of physical contact places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies, wherever possible, in order to prevent the need for physical intervention. In most cases, pupils requiring physical intervention will already have a responsive strategy, which must be followed. If the responsive strategy plan is no longer effective it should be reviewed and amended. If physical intervention has to be used on a child unexpectedly (i.e. in an emergency situation) a responsive strategy plan will be written as a result as a matter of urgency. The plan will then be shared with parents who will also be shown the proposed range of physical intervention holds/guides for their child.

**Physical Intervention will be used as a last resort when**

- **the alternatives have failed or are likely to fail**
- **when the risks of not using Physical Intervention are even greater**
- **when withdrawal is not a viable option**

**Definitions****Physical Contact**

Situations in which proper physical contact occurs between staff and pupils with learning disabilities: in games/PE: to comfort pupils. It would seem reasonable that very young children do require opportunities for physical comfort and reassurance ( e.g if very distressed) but this is in line with our 'Be Safe' programme and within our guidelines in safeguarding and safe working practices policy.

**Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil with little or no force using Maybo techniques. This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

**Positive Handling/Physical control/Restraint/Restrictive Physical Intervention**

This will involve the use of Maybo techniques when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on the agreed Physical Intervention pro-forma. If anyone is injured whether pupil or member of staff then an Accident HS2.02A Injury/Accident/Near miss report form should be completed and/or a HS2.02B Harassment /violent report form should be filled in.

Maybo techniques are accredited by BILD and in accordance with BILD Code of Practice for Physical Intervention.

**Seclusion, time out and withdrawal**

**Seclusion** is considered to be a form of physical intervention and involves restricting a pupil's freedom of movement and is **not** used at Medina House school.

**Time out** is a specific behaviour support technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area. Time out may involve restricting a pupil's access to things they find rewarding, e.g activities, praise, attention.

**Withdrawal** can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. If the behaviour is attention seeking and tends to become destructive/aggressive if



ignored this “quiet time” could be time in the playground, a quiet room, sitting in an office supervised by the Head or Assistant Head. The pupil would always be supervised. Use of this technique would be written into a pupil’s behaviour support plan and only used if other strategies had not been successful.

### **Planned and emergency physical interventions**

**A planned intervention is one that is described/outlined in the pupil’s Responsive Strategy Plan. This should cover most interventions, as possible scenarios will be identified and planned for when the Responsive Strategy plan is drawn up. These interventions will include the Maybo techniques.**

An emergency physical intervention may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they received.

### **Authorised staff**

In this school the headteacher authorises all teachers and non-teaching support staff who have received Maybo training, and whose certificate is valid, to use Maybo techniques.

Authorisation is not given to volunteers, students on placements, visitors or parents.

The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed, for example all unauthorised staff will be given clear instructions when to contact an authorised member of staff to ask for advice or help.

**All members of staff are reminded that all pupils who have any degree of challenging behaviour, which may require use of physical intervention, will have a Responsive Strategy plan, which should be strictly adhered to. These plans are reviewed regularly at class team Meetings and all staff are encouraged to make a contribution to the plans. Before deciding what degree of Positive Handling may be needed with a pupil with persistent challenging behaviour it is essential that the Behaviour Co-ordinator/PI trainer and parents are consulted.**

Supply staff will not be authorised to use physical interventions unless they are familiar with this school’s policy and have undertaken Maybo training.

The CPD co-ordinator will maintain a list of those for whom training has been provided and whose certification is valid. This list will be reviewed after each Maybo training course / refresher training. The behaviour co-ordinator will meet with the Head regularly to review practice and documentation.

### **Staff from the Authority working within the school**

Support Services will have their own policies of care and control of pupils but service staff will, whilst on school premises, be expected to be aware of and operate within the policy of Medina House school.

### **Visitors**

An important part of our work at Medina House is to welcome and show visitors and parents around the school. Staff should be aware that for some of these visitors it might be the first time they have been in a special school and they may be apprehensive and have had little or no contact with pupils with challenging behaviour. Staff, particularly those in charge of the visit, should have due regard for these sensitivities and should explain to visitors before the visit begins that some pupils may exhibit challenging behaviour and staff have been trained to manage this behaviour in a specific way.

### **Risk Assessment**

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and pupils. A risk assessment aims to balance these risks. Every pupil with a behaviour plan has a specific behaviour risk assessment that will outline the type of risks and level of those risks, involved in managing an individual pupil’s behaviour. The aim of the individual pupil’s risk assessment and responsive strategy plan and of this policy is to reduce the risks associated with pupils’ challenging behaviour as far as is

reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

### **Types of Incident**

Positive, restrictive intervention may be necessary:

- (a) where action is necessary in self-defence or because there is an imminent risk of significant injury to the pupil/others;
- (b) where there is a developing risk of injury, or significant damage to property;
- (c) where a pupil is behaving in a way that is compromising good order or discipline;

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a pupil is behaving in a way that is seriously disrupting others learning or causing others significant distress/anxiety.

### **Acceptable Measures of Physical Intervention**

Staff should always ask whether the physical intervention is:

- (a) warranted by the particular circumstances of the incident;
- (b) delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- (c) carried out as the minimum to achieve the desired result;
- (d) appropriate to the age, understanding and gender of the pupil;
- (e) likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

*Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property, or to prevent a breakdown in discipline.*

Physical intervention may involve staff:

- physically interposing themselves between pupils;
- blocking a pupil's path;
- escorting a pupil;
- guiding a pupil away;
  
- supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down.

In extreme circumstances, trained staff may need to use more restrictive holds – Maybo techniques. Acceptable methods are taught as part of the training procedures made available to appropriate staff.

Staff may rotate roles and have a break as necessary if the incident is prolonged.

### **Recording**

Where Physical Intervention techniques have been used to restrict a child's movements a record of the incident **must** be made on the agreed pro-forma (Behaviour Incident Form) and shared with the Headteacher immediately.

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken
- a comment on the strategy followed and whether it was effective?
- how the incident developed;
- attempts made to calm the situation;
- names of any staff or pupils who witnessed the incident;
- the outcome of the incident including any injuries sustained, by any pupil or member of staff;
- any damage to property which has resulted;
- how the parents have been informed;
- and, after investigation, a summary of actions taken.
- Record of staff involved in incident (including witnesses)
- Record of child being checked by an independent witness for injury

Where anyone, child or member of staff, is injured when physical intervention is used, an official Health and Safety Accident/Incident Form (HS2) must be completed and returned to the Authority.

### **Post Incident Support**

Where staff have been involved in an incident they may need a break away from pupils/the pupil involved before returning to their duties. They should have access to counselling and support if an incident has been serious and/or stressful. Within the school, this will be made available/supported through the Headteacher or Assistant Head. They will be offered a de-brief.

### **Action After An Incident**

The Headteacher will ensure that each incident is reviewed and investigated further if necessary. If further action is required in relation to a member of staff or a pupil this will be pursued through the appropriate agreed procedures.

### **Complaints**

A clear statement is contained within the school prospectus informing parents how they may make a complaint.

Any complaints will be dealt with under the School's Complaints Procedure.

### **Long Term Monitoring Of Incidents**

Monitoring of recorded incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour is requiring regular positive handling. All behaviour records will be reviewed half-termly by the behaviour co-ordinator. This process will also address patterns of incidents and evaluate trends which are emerging so that behaviour can be managed as effectively as possible.

## Coronavirus Precautions : update added May 2020

All individual Behaviour Support Plans and Risk Assessments will be adapted and updated to incorporate strategies in the light of measures to control spread of coronavirus.

At Medina House School, we encourage a 'hands-off' approach when supporting behaviours. This principle will continue to be reinforced and promoted.

Maybe physical interventions involve supporting a pupil from beside them. There should not be any need to be face to face with a child who is requiring additional support due to being distressed or angry.

If a pupil requires some form of physical intervention in order to keep themselves and/or others safe, then the members of staff involved will wash their hands afterwards.

The use of cushions, instead of hands, to prevent a child hurting themselves against a hard object will be encouraged. Should a pupil require the use of cushions or soft furnishings to prevent them hurting themselves these will be identified solely for that child's use and will be washed each day.

If it is considered high risk that a child will be likely to require physical intervention or will spit at staff then those staff working in very close proximity to them should use the following personal protection equipment :

- Disposable plastic apron
- Reusable waterproof face shield (that can be cleaned with disinfectant)
- Disposable gloves
- Fluid repellent type iiR disposable face mask.

**This PPE is necessary due to the fact that staff will be working in very close contact with a pupil and with each other.**

We recognise that wearing this level of PPE for any length of time can be extremely tiring and very hot, so staff would not be expected to support a pupil for any longer than half an hour at a time, before handing over to another member of the team and taking a break.

## The multi-element model

Based on La Vigna, GW & Willis, TJ (1995)

**Behaviour communicates a message**

Environmental  
change

Teaching new  
skills

Reinforcement

**Responsive strategies**