

NEW PARK SCHOOL – SECONDARY SITE

**BEHAVIOUR AND RESTRICTIVE
PHYSICAL INTERVENTION POLICY**

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Owner	IAN THOMAS
Signed	
Designation	DEPUTY HEADTEACHER

This policy should be read in the context of the Statutory Guidance for Schools and Colleges – September 2016: Keeping Children Safe in Education

Introduction

This policy incorporates the Royal College of Nursing Guidance (2014): Positive and Proactive Care; Salford's Safeguarding Children's Board Policy 'Managing Challenging Behaviour'(2014), and the DFE policy 'Use of Reasonable Force' (July 2013). It supports the school statement of intent that we strive to provide a caring, structured learning environment in which all students can develop academically, socially and emotionally to their full potential and in which pupils and staff feel safe, secure and valued. The policy is supported by the aims and methodology of an approach described as "Team Teach".

Rationale

The school acknowledges that our pupils may from time to time exhibit challenging behaviours that vary both in intensity and duration. Challenging behaviour is defined as *'Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of common facilities'* (Emerson, 1987)

In developing appropriate behaviour in our pupils the school promotes the use of a range of techniques. It also acknowledges that some pupils' behaviour may be so severe as to require the use of reasonable force (see Section 550A of the Education Act 1996 and July 2002 Guidance on the use of restrictive physical interventions) to ensure both his/hers and others' physical well being. It is crucial to the successful management of these behaviours that staff work closely with parents/carers, other interested parties and the pupils themselves to ensure a consistent approach to behaviour management is implemented which actively develops each pupil's own ability to take responsibility for and control of his/her own behaviour. The approach used draws from the school's own experience of 'best practice' combined with the principles and practices of TEAM-TEACH.

Team-Teach is a structured, non-violent, staff development programme that promotes techniques that are effective in the de-escalation and the management of anger and aggression, utilising therapeutic, educational, awareness and communication handling strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate change, using restrictive physical interventions as a last resort.

Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews – Director of Team Teach).

Aim

The aim of the policy is to ensure a consistent approach to supporting pupils in modifying their own behaviour.

Objectives

The objectives of the policy are to:-

- promote a shared understanding of what constitutes good practice in responding to behaviour difficulties;
- promote the highest possible standard of pupil behaviour;
- ensure staff use consistent approaches which encourage pupils to develop their ability to manage their own behaviour, using Behaviour Support Plans that are regularly reviewed
- ensure that reinforcement of appropriate behaviour supports learning;
- provide a clear overview of the school's approach to the physical management of pupils;
- Promote the positive encouragement of individual pupils by all relevant parties.
- Reassure young people and their families that the school is well informed regarding good practice with regard to the use of restrictive physical intervention
- Ensure that when, as a demonstrable last resort, such interventions are required, that they are used and recorded in a transparent, legally valid and ethically stringent manner
- Continuously assess and review all risks associated with the use of restrictive physical interventions
- Highlight the training needs of staff in the use of restrictive physical intervention
- Ensure that school has a clear protocol in place when the police are called to support the handling of any crisis and are mindful that this should only be done as a last resort.

Philosophy

In seeking to achieve these objectives the school recognises the importance of a commitment to promoting the spiritual, cultural, moral, academic, social and emotional development of the pupils in an atmosphere of mutual trust and respect. School is committed to supporting the young people to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well being (Every Child Matters 2003). Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (Keeping Children safe in Education, Sep 2016).

The philosophy and ethos of the school reflects respect for all pupils irrespective of their age, sex, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect for all, for property and for honesty, trust

and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other pupils impinge upon this process they need to be made aware that sanctions will be imposed. Within such an environment the school aims to ensure the growth of each pupil's self respect and self discipline.

It is crucial to the maintenance of this ethos that all the staff recognise the importance of their leadership role and present positive models to pupils. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a child. Rather they should set clear, appropriate and attainable goals for which pupils can be rewarded when they are achieved. Pupils should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They should be assisted to show tolerance, empathy and understanding and to demonstrate, through their daily actions, a clear understanding of what is right and wrong.

In all of the above staff must look to parents/carers for support and daily dialogue, when required, to ensure consistent approaches and management methods are employed for the benefit of the pupil.

Approaches to behaviour management

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff, who will offer opportunities for "talking therapies" with relevant support. Staff should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. The restrictive physical management of pupils should only be used in **extreme** situations – a last resort rather than a first response.

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. **Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour.**

Behaviour improves best where there is a shared agreement between pupils, parents, the local Children's Services, and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development. This process begins at the referral stage and includes the completion of a risk assessment.

A risk assessment is carried out for every pupil within the first half term of their arrival, based on available information, or based on an assessment carried out during the pupil's first few weeks at school. In this case it may be deemed that a pupil is identified as demonstrating a high risk of requiring restrictive

physical intervention by staff. In these cases the pupil will have a Behaviour Support Plan drawn up, which is reviewed regularly.

Behaviour Support Plans (BSPs): a planned graduated approach to managing challenging behaviour

BSPs contain information about proactive strategies which will reduce the need for restrictive physical interventions as well as strategies to use when restrictive physical intervention becomes unavoidable, such as:

- typical behaviours which may lead to confrontation
- strategies to be used to defuse the situation
- recommended strategies and techniques where restrictive physical intervention is unavoidable
- typical responses to restrictive physical restraint, if known
- strategies/techniques to be avoided during restrictive physical restraint
- any essential medical or other information

The **BSP** should be reviewed:

- following any further restrictive physical intervention where appropriate (i.e. when new behaviour patterns have developed or have been observed),
- no less than once during a 6 months period following the first incident.

If there are no further incidents within twelve weeks, the **BSP** will be suspended though staff should continue to employ the techniques and strategies within the **BSP**.

There may be occasions when specific behaviour problems continue on a regular basis despite the school's efforts. If it is then identified by senior staff in the school that this continuation of behaviour is causing a significant risk in relation to an individual pupil, an emergency meeting may be organised, inviting a member of the LA SEN Team, parents/carers and other relevant professionals to assist in addressing the pupil's difficulties. Behaviour is monitored and strategies are put in place to deal with such behaviours so as to minimise their re-occurrence. A behaviour log is kept to record actions taken.

The use of rewards and sanctions

As stated above, the school's systems for behaviour management relate to the overall school philosophy and therefore are based upon an individualistic approach. This is a complex goal to achieve. However this system is central to each individual pupil's success and achievements in his/her personal, social, emotional and academic development.

Rewards and sanctions should be used in a sequential and graded manner. Rewards should be used to increase motivation, the desire to succeed and to build self-esteem through the recognition of such things as the achievement of high standards of work, good behaviour and attendance. The reason for and the nature of the rewards should be clear to both staff and pupils and should

be awarded as soon after the event as possible. Over time, there will be different reward schemes to suit the client group of certain cohorts.

Generally appropriate rewards (depending on age of pupil) may include:

- whole school or class based rewards
- public and/or private praise and recognition of achievement, effort and appropriate behaviours
- written praise on work and in home school communication book
- sticker from teacher
- sticker from head teacher
- certificate
- phone call home by senior member of staff
- choice of activity at break times
- assist teacher/TA outside normal class environment
- gain a commendation for outstanding work
- gain a merit for consistently good behaviour
- gain a reward for achieving a specific target
- gain an end of term trip or event for consistently good behaviour, attendance or academic progress
- gain a reward such as pens, magazines, comics, etc.
- gain a termly prize for academic progress

Specific target sheets may cover such things as:

- behaviour in specific lessons
- behaviour during transport
- attendance
- behaviour at lunch times
- behaviour at break times
- behaviour in all lessons
- adherence to an appropriate dress code

A successful system of sanctions relies upon the pupils being aware of what constitutes appropriate behaviour and that the imposition of a sanction is a consequence of their actions. A classroom philosophy that aims to encourage and stimulate learning and behaviour should reduce the need for the use of sanctions. The adult-pupil relationship is central to this process. In dealing with pupils, staff must ensure that they do not become over familiar as this may only serve to produce a negative response. In addition, staff should use simple and appropriate language that indicates to the pupil that a problem is arising and this could lead to a consequence. Before a member of staff imposes a sanction, he/she must take account of the pupil's current circumstances that may account for, if not, justify his/her actions.

Appropriate sanctions would include:

- gentle reminder of appropriate behaviour
- gentle rebuke
- making a verbal or written apology
- withdrawal from class/group environment
- loss of privilege

- loss of break
- detention at lunchtime
- phone call home from senior member of staff
- home visit by a member of staff
- internal exclusion
- fixed term or permanent exclusion (normally after all other channels have been exhausted)

The Use of a Seclusion Room

The use of the welcoming looking seclusion room needs to be planned carefully around the needs of the young person. It should not be seen as a negative sanction but as a place of safety that allows the pupil to manage their own behaviour in a quiet place. Staff will be with the pupil at all times. Under no circumstances will any young person be locked in a room by themselves. The use of the seclusion room for any individual young person is reviewed regularly to ensure that its use does not actually lead to further negative responses but helps the young person manage their own emotions in a safe manner.

The restrictive physical management of pupils

The school ensures that the appropriate departments within Children's Services, parents/carers and potential pupils are made aware of the school's policy on the restrictive physical management of pupils. This is discussed with parents/carers and potential pupils at interview where the reasons for and the methods used to physically manage behaviour should be demonstrated. This should ensure that all concerned have a clear understanding of the school's approaches, and should the physical management of a pupil be required, or if a child witnesses the restrictive physical management of another pupil, then the method used should not come as a shock to him/her.

The school recognises that despite its philosophy, ethos, expertise and experience, a pupil may on occasions be unable to control his/her own actions to such an extent that his/her behaviour meets the agreed criteria for the set procedures for restrictive physical intervention to be implemented.

The use of restrictive physical intervention must take account of the pupil's own best interests, sensitivities and sensibilities, his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Restrictive physical intervention should never be used as a punishment and must only be used in line with agreed criteria and procedures.

"Restrictive Physical Intervention" is defined, in accordance with Section 550A of the Education Act 1996 as, the application by a member of staff of a school of some degree of reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:

- Committing an offence;
- Causing personal injury to or damage to the property of, any person (including the pupil himself/herself).

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, they should be mindful of their own safety and that of all the pupils for whom they are responsible.

Normally, only those members of staff who have been trained in the use of agreed techniques, i.e. 'TEAM-TEACH', will carry out the restrictive physical management of pupils. The school ensures that it has access to qualified trainers and that regular training sessions are provided. In addition, any technique used should be in line with information contained in the pupil's Behaviour Support Plans. Also, the school endeavours to train identified staff to the appropriate level as soon as it reasonably can. Any member of staff who has not had the updated training is advised not to use restrictive physical intervention unsupported by a trained member of staff. However, there may be the necessity for an untrained member of staff to intervene on their own if there is a serious health and safety risk for the pupil him/herself, another young person or a member of staff involved.

Working Realities

Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force:

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".

(George Matthews - Director)

A range of guides, escorts and restraints ranging from least intrusive to most intrusive

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restrictive physical intervention where 2 people are used will usually be deemed as a more restrictive hold. As the amount of restriction/number of people increases, so does the risk. Staff need to make a mental risk assessment based on the situation as to the level at which they are going to intervene and communicate with colleagues verbally and non-verbally as taught during the Team Teach Training.

↑ Increasing level of intrusion ↓	<u>1 Person Standing/Walking</u> Friendly Hold Single elbow Figure of Four Double Elbow Wrap		← Associated increase in level of risk →
	<u>2 person standing/walking</u> Friendly Hold Single elbow Figure of Four Wrap Double Elbow	<u>1 person to chairs</u> Friendly Hold Single elbow Figure of Four Wrap Double Elbow	
	<u>2 person to chairs</u> Friendly Hold Single elbow Figure of Four Wrap Double Elbow		

The training of staff in dealing with behaviour management will be in line with the recommendations of 'TEAM-TEACH and include:

- building and maintaining good relationships
- managing good behaviour through the interpretation of verbal and non verbal cues, conflict management techniques
- the use of physical intervention.

Before using physical interventions the following key points should be considered in relation to any given situation:

- It is essential that the use of restrictive physical intervention is not seen as an easy option. Every effort must be made to look for effective ways of working with pupils which do not involve using them. Pupils' Behaviour Support Plans should set out clearly strategies which should be followed;
- The circumstance in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions for example to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so and if there is a risk of injury to the pupil;
- In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so;

- In most cases, force will not be justified in order to obtain compliance because other strategies will work or the issue is not serious enough to demand it.
- In summary, any restrictive physical intervention needs to be reasonable, necessary and proportionate

Whilst the use of restrictive physical intervention is generally deemed to be the last resort, there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous to themselves or others. In these circumstances, it could be reasonable to exercise a mild degree of physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies of the pupils concerned. Such a use of force may include staff physically preventing a young or an upset child from running out onto a busy road.

School, in line with the requirements laid out in Salford's Safeguarding Children's Board's Policy on 'Managing Challenging Behaviour', maintains a register of young people whose Behaviour Support Plans indicate that restrictive physical management may be used. This register is available for inspection by any regulatory body and can be scrutinised by governors at any time.

All incidents of restrictive physical intervention are recorded and monitored. The school keeps detailed, written reports of all incidents where any form of physical management is used. A short report will also be put on SIMS for each restrictive physical intervention incident, so that an annual report can be taken to the Challenging Behaviour Sub Group of the Safeguarding Children's Board, and scrutinised by the Local Authority Designated Officer. The information contained on SIMS further forms a record maintained by the LADO (Local Authority Designated Officer). The LADO is responsible for investigating any safeguarding concerns relating to the use of restrictive physical intervention as outlined in Salford's Positive Behaviour Support Policy 2011.

School is also required to provide an annual report which summarises the use of restrictive practices and which outlines the training strategy, techniques used and reasons why. This report will be published on the school's website annually and will be presented to governors at least once a year to allow them to review the incidences of restrictive practices, agree further training strategies for school staff, plans for reduction of restrictive practices, and to monitor progress made.

Restrictive Physical Intervention

The school accepts that despite our philosophy, ethos and experience, pupils may on occasions be unable to responsibly control their own actions. All parties must agree that, for the pupils' own welfare, there is the need for restrictive physical management in some circumstances and set procedures

relating to this, which must be followed. Presented below are the procedures adopted by our school, which include:

- Stage 1. Avoidance tactics.
- Stage 2. When restrictive physical intervention may be required,
- Stage 3. Agreed methods of restrictive physical intervention.
- Stage 4. Recording a restrictive physical intervention situation.
- Stage 5. Systems for further action.

Stage 1 Avoidance Tactics.

Restrictive physical management of a pupil is not desirable and should be avoided whenever possible. There are three aspects of effective avoidance tactics:

- Relates to staff recognising the signs displayed by individuals prior to a difficult situation occurring
- Relates to the variety of responses staff can employ in order to defuse a situation or reduce the risk of a situation escalating.
- Following the risk assessment completed after admission and an initial assessment period, all staff will be more aware of each individual pupil's potential difficulties.

Stage 2 When Restrictive Physical Intervention May Be Required

Restrictive Physical Intervention will be used in the following circumstances, and only when all other practical options have been exhausted. It is important that staff attempt all possible methods outlined in Stage 1 before proceeding to Stage 2.

Restrictive Physical Intervention may be required when:

- The pupil's behaviour constitutes a danger to himself. Examples include self-abuse, inconsequential absconding, and altercation with a peer,
- The pupil's behaviour constitutes a danger to others. Examples include that after a verbal request the pupil still intends to attack or has attacked a peer or a member of staff,
- The pupil's behaviour constitutes a danger to other people because it is inciting vulnerable or volatile peers in a group situation. In such situations the security of the other pupils must be maintained. The pupil's behaviour involves serious damage to property. Examples include kicking doors, ripping books or damaging peers' property,
- Restrictive Physical Intervention will be a last resort in the case of trying to prevent serious disruption that has been assessed as leading potentially to harm of self or others.

Stage 3 Agreed Methods of Restrictive Physical Intervention

Where possible, restrictive physical management of pupils is always avoided, however, if pupils who are identified in Stage 2 of this procedure refuse to

respond to verbal requests, then all trained staff will use the strategies from the Team Teach repertoire. When using these strategies, there are six basic principles;

- the safety of the child and staff member is of paramount importance,
- the minimum of physical force is used,
- the purpose of the interaction is to limit the harm the pupil can do to himself or others,
- the restrictive physical intervention is employed to contain the situation until the pupil's self control is regained,
- the staff must retain control in a restrictive physical intervention situation,
- the security and safety of all children in the school is of paramount importance.

A pupil may be held in a seated position on the floor for health and safety reasons, if no appropriate furniture is available and moving to another area would be considered a higher risk. *The approaches learned from INSET delivered by TEAM-TEACH must be followed at all times.*

Negotiation

During any of these options staff may choose to talk to the pupil, explaining what is happening and why, while always providing an option of 'a way out' of the situation. If a pupil is unwilling to negotiate with a member of staff, then he or she should leave and a different member of staff should assist whenever possible. Replacement staff should also take over if/when the presence of an individual member of staff is thought inflammatory.

Pupils will return to lessons as soon as the member of staff controlling the situation is satisfied that they could do so successfully. This decision will be made as part of a process of negotiation and will relate to the pupil's verbal and non-verbal responses.

Stage 4

Post Physical Intervention Procedures

As soon as is reasonably possible after an incident, staff need to fill out a "Record of Use of Restrictive Physical Interventions" (see appendix) and the bound and numbered book, (normally prior to leaving school for the day but definitely within 24 hrs). The form should be signed by all the staff involved and passed on to the Deputy or Headteacher, who will complete the monitoring form attached to the restrictive physical intervention record. A named Governor will also support this process by undertaking regular audits of incidents and feeding back findings to the Headteacher and Governing Body.

The record of the restrictive physical management of the young person will indicate:

- The names of the staff and the pupil involved
- The reason for using the specific type of restrictive practice (rather than an alternative less restrictive strategy)
- The type of intervention employed

- The date and the duration of the intervention
- Whether the pupil or a member of staff experienced injury or distress, and if they did, what action was taken
- The outcome of the debrief session

When both the staff member and the pupil are calm, they can discuss the incident and future strategies, where appropriate. It may be decided that the Behaviour Support Plan needs to be reviewed to cover additional behaviours or to include alternative strategies.

When a restrictive physical intervention has been used, it must be reported to the pupil's parents/carers. Where possible, parents/carers should be contacted by telephone as soon as possible after the incident, before confirming details in writing. The written report should tell them when and where the incident took place, why it was decided that a physical intervention had to be used, the strategies used to try to avoid having to use a restrictive physical intervention, what physical interventions were used, whether there were any injuries and what follow up action (support and/or disciplinary) was being taken in relation to their child.

The Head will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Support Plan.
- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.
- Exclusions Procedure.

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association / union.

Stage 5

On any occasion when a pupil is held, escorted or moved to another area, or where staff have intervened to stop inappropriate actions e.g. two peers arguing, the incident log must be completed by a member of staff involved. This has a reference number that is on all the documentation associated with a particular incident.

For minor incidents, no further follow up will be required. However, in more serious situations, this information may be used to review the Behaviour Support Plan and meetings with parents/cares and other professionals may be called.

Concluding comments

All systems of Restrictive Physical Intervention are seen as a last resort by all staff at our school. After every incident recorded on a PIF, the pupil, parents/carers, SEN case worker, Social Worker, YOS officer (if appropriate) will receive notification of that incident in writing within 5 school days. If there are repeated or regular occurrences of behaviour which require staff members to

physically manage pupils, then an urgent meeting will be convened with all interested parties (see above).

Incidents involving the use of force can cause the parents/carers of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child, and give them an opportunity to discuss it. The Head Teacher or the senior member of staff to whom the incident is reported, will need to consider whether that should be done straight away or at the end of the school day, and whether parents should be told orally or in writing.

It is important for all parties to realise their responsibility in that they must support not only the needs of each individual but also the needs of all the school in its approach to the education, care and development of all pupils at our schools.

Staff Training/Authorisation of Staff

Continuous professional development in the pro-active management of challenging behaviour is offered to all staff on a continuous basis. School will always work towards a reduction in the use of restrictive physical management, keeping up to date with the newest pedagogical research.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the school's complaints policy.

Note

IF AT ANY TIME A PUPIL COMPLAINS OF AN INJURY OR THE USE OF UNREASONABLE FORCE AS A RESULT OF PHYSICAL MANAGEMENT BY STAFF, THE SCHOOL CHILD PROTECTION PROCEDURES MUST BE FOLLOWED.

Evaluation

This policy shall be reviewed annually and revised in accordance with changing need and local / national initiatives.