



BEHAVIOUR MANAGEMENT POLICY

(Incorporating Care and Control)

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 14th February 2018.

It is due for review on 13th February 2019.

Signature *cbj/b*

Date 14/2/18

Head Teacher

Signature *L. Marshall*

Date 14/02/2018

Chair of Governors

Introduction

The policy has been prepared for the support of all teaching and support staff who come into contact with students and for students and volunteers working within the school to explain the school's arrangements for supporting a positive change in behaviour. Its contents are available to parents and students and will soon be available on the school website. A statement about the School's Behaviour Management Policy and Team Teach is made to parents on the school website. This statement includes information on the use of force to control or restrain students.

Aim

A well behaved school is one in which there is a climate where students feel safe, enjoy learning, engage enthusiastically in activities, can access the curriculum and achieve high standards. The staff of this school aim to promote positive relationships, trust and co-operation to secure an enjoyable learning environment where expectations are clear and conflict is minimized.

In implementing this Behaviour Policy, we must be clear that each child is valued and that it is the inappropriate behaviour that is not wanted, not the child.

Underpinning values

Everyone attending or working at Mary Elliot has a right to:

- ✓ recognition of their unique identity;
- ✓ be treated with respect and dignity;
- ✓ learn and work in a safe environment
- ✓ be protected from harm, violence, assault and acts of verbal abuse

Students attending this school and their parents have a right to:

- ✓ be encouraged to make choices concerning their education and their lives;
- ✓ be aware that physical interventions should only be used in the student's best interests;
- ✓ opportunities for learning which are appropriate to the students' interest and abilities;
- ✓ individual consideration of student needs by the staff who have responsibility for their care and protection;
- ✓ expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- ✓ be informed about school rules, relevant policies and the expected conduct of all students and staff working in school;
- ✓ be informed about the school's complaints procedure.

Staff should ensure that students understand, as far as they are able, that there is an expectation of high standards of behaviour.

Parents should have committed themselves through the Home-School Agreement to work with the school to develop and ensure the good behaviour of their child and that he/she understands and follows the school's Behaviour Management Policy at an appropriate level.

Objectives

Good personal and professional relationships between staff and students are vital to ensure good order in our school. It is recognised that the majority of students in our school respond positively to the boundaries and support provided by staff. This protects the well-being and safety of all students and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. At Mary Elliot School physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our students, including the need/right to be safe from harm (from themselves or others).

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate and regular training to deal with these difficult situations.

Minimising the need to use force

At Mary Elliot School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. We have a Total communication environment and staff use a range of strategies, e.g. signs, symbols and photos, to support students in communicating effectively without the need to resort to challenging behaviour. In addition to this, students who present with challenging behaviour have an individual Behaviour

Plan. Those students who require physical interventions will also have a Positive Handling Plan, which includes risk assessment.

Students who have issues relating to sensory processing or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have additional individualised support or programmes to help them to manage this.

The school curriculum and ethos promote independence, communication, choice and inclusion and students are given a myriad of opportunities for personal growth and to promote emotional wellbeing and the development of emotional intelligence.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. These alternative strategies will be used in preference to physical interventions and the use of force wherever possible and safe to do so. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

Implications of the policy.

As teaching and support staff work 'in loco parentis' and have a Duty of Care towards their students, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by students' challenging behaviour. Students' Positive Handling Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are consistently followed and implemented by all members of staff.

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search students for weapons. At Mary Elliot School it is extremely unlikely that students would conceal weapons and therefore staff have not received any training in this area. As the power to search should only be used where it is judged to be safe, if the school decides that a search is necessary then the police may be called.

Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. The Behaviour Analysis Forms, Behaviour Plans and Positive Handling Plans (Risk Assessments) will outline specific strategies being used/ways to prevent incidents with the individual student.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective.

Diverting the student's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

Primary Prevention

This is achieved by:-

- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for communication, choice and achievement;
- Exploring students' preferences relating to the way/s in which they are managed;
- Developing staff expertise through a programme of Continuous Professional Development;
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff.

Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'defusion' techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using a RPI are greater than the risks of using a RPI

Types of Incident

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

The incidents described in The Education and Inspections Act 2006 and The Use of Reasonable Force to Control and Restrain Students fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.

- Where a student 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 student attacks a member of staff, or another student;
- Students are fighting;
- A student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A student 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 student absconds from a class or tries to leave school (NB this will only apply if a student could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A student persistently refuses to obey an order to leave a classroom;
- A student is behaving in a way that is seriously disrupting a lesson.

Where a student's behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- ✓ A calming activity should be offered/made available to the student, including the option to withdraw from the task/activity
- ✓ A clear positive statement should be given to tell the student what it is that you want them to do – i.e. give a positive instruction
- ✓ Positive reinforcement, praise and reward should be provided to the student for any attempt to calm down and/or behave appropriately, however small the effort
- ✓ Warning of intention to intervene physically and that this will cease when the student complies. If possible summon assistance.
- ✓ Physical intervention - positive handling uses Team Teach techniques to prevent a child harming him or herself, others or property.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them.

Risk Assessment and deciding whether to use Restrictive Physical Interventions

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the student's overall quality of life if such activities are not allowed.

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and students. A risk assessment aims to balance these risks. The aim of the individual student's Behaviour and Positive Handling Plan(s) and of this policy is to reduce the risks

associated with students' challenging behaviour as far as is reasonably practicable – both 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.

A Positive Handling Plan with risk assessment will be carried out if it is foreseeable that a student's behaviour may pose a risk to staff or students. This may result in a Behaviour Plan being devised. This will be done in discussion with the staff team working with the student. The Head teacher may also be involved at this stage. The Behaviour Plan will be shared with staff working with the student and stored in the individual student's red file (staff room). An electronic copy is also available on the Staff drive.

All staff authorised to use physical intervention with students will receive training in Team Teach techniques as a risk reduction strategy and receive information about the risk to students of positional asphyxia. There are very clear protocols delivered during training to minimise the risk of harm to students and to ensure that appropriate safeguards are implemented.

Therapeutic devices

A decision to use therapeutic devices to prevent problem behaviour MUST be agreed by a multi-disciplinary team in consultation with service-users, their families, those with parental responsibility and advocates, and recorded within an individual's Behaviour Plan and/or Positive Handling Plan.

Strategies for dealing with challenging behaviour and supporting students in crisis

All staff at Mary Elliot will consistently use positive strategies to prevent the likelihood of incidents occurring, and to develop appropriate behaviour and good order – research shows that the way to improve behaviour is to praise and reward appropriate behaviour to increase the likelihood of it happening again! Alternative, positive behaviours are actively taught to replace inappropriate behaviour.

The Governors acknowledge the ethos and high expectations of good behaviour throughout the school that have led to many students with challenging behaviour developing coping skills and ultimately being able to manage their own behaviour within the inclusive setting at Mary Elliot. It is also acknowledged that progress can be very slow and some students may take many years to develop socially acceptable behaviour. A small steps approach, with positive reinforcement consistently and enthusiastically employed, and where progress is carefully recorded, allows staff and parents/carers/others to acknowledge the progress that all students make in changing their behaviour.

Definitions

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, defusion, and de-escalation. Positive Handling at Mary Elliot School is seen as a proactive response to meet individual student needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

Positive Handling Plans are a plan for the positive management of students' behaviour. They are based on a risk assessment and identify positive prevention strategies and how a student may need to be supported in a crisis. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a student to change their behaviour to a more positive alternative - a Behaviour Plan will be put in place to support this.

1. Physical Contact

Situations in which proper physical contact occurs between staff and students, e.g. in the care of students and in order to support their access to a broad and balanced curriculum. It would seem reasonable that children and young adults do require opportunities for close contact such as 'help hugs' (Team Teach) and as long as this is within public view, sensitively carried out and developmental age/person-appropriate the Governors would fully support this approach. At all times, (especially whilst assisting a student with their personal care and when teaching/practicing personal independence skills) staff should use discretion to preserve the dignity of those students needing help/support.

2. Physical Intervention (PI)

This may be used to divert a student from a destructive or disruptive action, for example guiding or leading a student by the arm or shoulder where the student is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner many students 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.

3. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to students, staff or property. All such incidents must be recorded in the Bound And Numbered Book (BANB). If anyone is injured an Accident and Aggressive Incident Report (Walsall Children's Services) must also be completed. Copies of records of incidents must be given to the staff member with whole school responsibility for Behaviour Management and RPI training as soon as possible and the original kept in the student's file. The student's parents will be informed of any significant incident concerning their child as soon as is practicable after the incident.

The level of compliance from the student determines whether or not the interaction is an intervention or a restraint/RPI. Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement.

Corporal Punishment

Corporal punishment was abolished in all Maintained Schools by the Education (No2) Act 1986. Corporal punishment is the intentional use of force as a punishment.

To this end staff members may not:

- Give any kind of physical punishment in any circumstances
- Withhold food as a punishment
- Withhold an 'item' of interest

It must be clearly understood that any staff member observed carrying out any form of physical punishment will be subject to immediate suspension.

Behaviour Plans (BP), Positive Handling Plans (PHP) and Behaviour Analysis Forms (BAF)

The Behaviour Analysis Forms (appendix A) give an overview of the student and identify challenging behaviours and strategies that have been used. They also identify other factors that may be considered when deciding upon the contents of a BP or PHP. The Behaviour Plan (appendix B) will outline how the student should be supported by staff and what alternative behaviour or communication strategy they are being taught. The Positive Handling Plan (appendix C) is a safe system of work including risk assessment which details how a child should be supported using RPI, identifying triggers and risk reduction strategies. It is vital that these plans are followed precisely and consistently by all staff. The plans are reviewed and amended regularly at class or whole-school meetings. If the plan for a particular student contains anything which causes you concern or which does not seem to be working then you need to discuss this as soon as possible with the class teacher. If you are the Class Teacher then discuss this with the staff member with responsibility for behaviour management.

The behaviour manager reports regularly to the SMT and may discuss the student's needs and plans with the Head teacher. All plans are shared with parents and are reviewed at least annually at the student's Annual Review. Plans may be reviewed more frequently if needed, especially if a student is going through an unsettled time or changes in patterns/types of behaviour.

Students

Where a student has sufficient understanding their Behaviour Plan should be discussed with them and they should sign it. They may benefit from a simple symbolised version of the plan as an aide-memoir – the plan should be seen as supportive to/by the student. It may be beneficial to “rehearse” the plan so that they are comfortable with what will happen if they need support. The above is the responsibility of the class teacher.

Parents/carers/those with parental responsibility

When a Behaviour Plan / Positive Handling Plan is first drawn up the parents/carers/those with parental responsibility may be invited into school to discuss the plan, why there has been a need to devise a plan (possibly identified through the BAF), and the techniques that may be used, including any Restrictive Physical Interventions. Their views should be sought in relation to the plan. If parents/carers are not in agreement with the plan the Head teacher will attempt to negotiate a solution. If a solution is not found it may be necessary to review the suitability of the continued attendance of the student at Mary Elliot School. The plan(s) may be shared with other agencies involved with the student in order to encourage consistency of management, e.g. Respite. The plan will also be formally reviewed at the time of the Annual Review each year.

Bullying (See Mary Elliot Anti-Bullying Policy)

Bullying can be defined as persistent action, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. Such incidents are rare at Mary Elliot School. However, where instances of bullying are discovered the student will be taken to one side and the matter discussed. Further work on relationships and caring about others will be taught via the PSHE curriculum.

Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the student's Positive Handling Plan. This should cover most interventions, as possible scenarios will be identified through the risk assessment and planned for when the Positive Handling Plan is drawn up. These interventions may include the use of Team Teach techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the student. Members of staff retain their duty of care to students 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 have received. Wherever possible assistance will be sought from another member of staff.

Following any such incident, a Positive Handling Plan will be devised (or the existing plan amended if appropriate) to support effective responses to any such situations which may arise in the future.

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it within Mary Elliot School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a student harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the student's Behaviour Plan in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained in

Any use of force by staff outside of the Team Teach training framework would need to be judged on whether it was reasonable, proportionate and necessary in the particular circumstances concerned.

All the techniques taught take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They also provide a gradual, graded system of response.

Acceptable measures of physical intervention (PI)

The use of Team Teach PI techniques can be justified if:

- (a) it is warranted by the particular circumstances of the incident;

- (b) it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- (c) it is carried out as the minimum needed to achieve the desired result;
- (d) the age, understanding and gender of the student are taken into account;
- (e) it is likely to achieve the desired result.

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

This form of physical intervention may involve staff:

- escorting a student;
- shepherding a student away;
- supportively holding a student to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down.

Restrictive Physical Interventions

In some circumstances, trained staff may need to use more restrictive holds - Team Teach RPI techniques. Acceptable methods are taught as part of the training procedures made available to appropriate staff.

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities, and the behaviour management strategies used.

Staff may need to rotate roles and have a break if the incident is prolonged (over 10 minutes) – you should follow the student’s Positive Handling Plan; at all times acting in the best interests of the child.

- It is acknowledged that with some disengagement techniques students may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting, head butting.
- There are several staff are trained in First Aid and there is usually a school nurse on site. Any of these may be called upon to implement First Aid or to seek further guidance from in the event of an injury or physical distress arising as a result of a physical intervention.

Time out and Withdrawal

Time out: This involves restricting the service user’s access to positive reinforcements as part of the behavioural programme in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a student to another class/group or a quiet area.

Withdrawal: which involves removing the person from a situation which causes anxiety, high arousal levels, or distress to a location where they can be continuously observed and supported

until they are ready to resume their usual activities. This 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 students (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. This “quiet time” could be time in the playground, a quiet room, the Safe Space, or sitting in an office supervised by a member of the Senior Management Team.

Confiscation:

Any prohibited items found in pupils’ possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article 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)

Recording of incidents

Where a Restrictive Physical Intervention has been used a record of the incident will be kept. All incidents of the use of Restrictive Physical Interventions should be recorded in the school’s Bound and Numbered Book (BANB). The necessary paperwork is kept in or outside the school office. Please ask the staff member with responsibility for behaviour management for advice and support when filling this in for the first time. Appropriate documentation will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and a member of senior management. Minor incidents should be recorded within SOLAR or using class based monitoring sheets which should be student specific. Information recorded should include all relevant details covering antecedents, type of behaviour, responses and suggested actions to reduce risk. If you are unsure regarding this process, please ask the staff member with responsibility for behaviour. After the review of the incident, a copy of the details will be placed on the student's file as part of their educational record.

Reporting incidents

All serious incidents recorded will be reported to parents if it is appropriate to do so. This may be by telephone, in the home-school diary or by letter, depending on the nature of the incident. All incidents involving a Team Teach (TT) Front Ground Recovery, TT Back Ground Recovery or TT Shield Ground Recovery, involving a student being held prone or supine on the ground, or that lead to the exclusion of a student will be reported to parents by telephone as well as by letter.

Where there is any concern over the appropriateness of a response the Head teacher, alongside the staff member with responsibility for behaviour management, who is also a Local Authority Advanced Employee Tutor, will conduct an investigation. If necessary the incident will be reported to the Local Authority.

Whilst the physical interventions are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Team Teach techniques seek to avoid injury to the service user and staff, 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. Any such injury will be reported using the accident/aggressive incident report and/or a body map if necessary. Any injuries to students as a result of incidents involving restraint will be reported in line with locally agreed LA procedures.

Monitoring incidents

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any student(s) whose behaviour may require the restrictive physical intervention/s and/or an adjustment to the provision made for them at the school.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual student and school needs. Any incidents involving the use of ground recovery holds are reported to Team Teach termly by the staff member with responsibility for behaviour.

Positive Listening and Learning (PLL) and support following incidents

Physical interventions are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition PLL procedures are in place to ensure that appropriate support is provided and recorded for staff and students, and that following an incident student/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Students who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for students with Autistic Spectrum Disorder

Where appropriate there will be an opportunity for PLL Time with a member of staff to “discuss” the incident, using symbols or other alternative or augmentative forms of communication (AAC) where necessary. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Where staff have been involved in an incident involving a Restrictive Physical Intervention they should have access to counselling and support as needed.

The Head teacher 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 student, this will be pursued through the appropriate procedure/s:

- Review of Behaviour / Positive Handling Plan(s)
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Student Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
- 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.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Visits out of school

Our equal opportunities policy states that all students should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each student prior to each visit into the community. Due consideration should be given to the following:

- Is the student able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out students' Behaviour Plans have a duty to report these to the Head

teacher immediately as there may be an impact on their own safety and that of colleagues and/or students.

Staff Training

Training at some level will be available for all staff at Mary Elliot. For most staff this is enhanced by Team Teach training in the use of positive handling and it is the responsibility of the Head teacher to ensure this training is kept up to date. Prior to the provision of training, guidance will be given on action to be taken in the event of an incident. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Walsall LA and Mary Elliot School is committed to using Team Teach. Team Teach Ltd is an accredited training provider.

All school staff working directly with students receive training in Team Teach. In addition to the delivery of a standard course, the staff are provided with regular in house updates and can be provided with additional training as and when required. This can be in the form of refresher training or additional support deemed appropriate for the group / students that they are working with. This training is provided in order to keep both staff and students safe.

If necessary, identified staff may be trained in advanced techniques which could be used in the event of an emergency situation.

This distinction in training and certification is considered a sensible risk-assessed approach to managing the training needs of all staff and is supported by Team Teach Ltd.

Authorised staff

All teachers, support staff and therapists the Head teacher has authorised to have control or charge of students automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Force to Control and Restrain Students' 2010.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach training.

The school provides training for all authorised staff and the Head teacher retains a list of all those staff trained and authorised. The list is reviewed on an annual basis. The Head teacher is responsible for making clear to whom such permanent and temporary authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Head teacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Head teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All staff will receive training in managing behaviour as part of their Induction Training; there is a pager system in school and 2 way radios available for calling for assistance as well as the "staff help" protocol.

All members of staff are reminded that all students who have challenging behaviour will have a Behaviour / Positive Handling Plan, which should be strictly adhered to. These plans are reviewed regularly and staff are encouraged to make a contribution to the plans. A student's Behaviour Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that a Behaviour Plan is no longer effective/suitable for any reason

they ***MUST*** discuss this with the staff member with responsibility for behaviour management ***BEFORE*** making any adjustments to it in order to ensure consistency in approach throughout school.

Parent Support

The previous section on Behaviour and Positive Handling Plans outlines the process for involving parents in these plans. This process encourages consistency between everyone supporting our students whether at home, in school or in other settings and services. It also allows parents to make informed decisions about the care of their child whilst in school.

There is a range of support available to parents including home visits, coffee mornings, training and information sessions, advice and guidance. This is followed up with opportunities for parents to meet with other parents and the staff member with responsibility for behaviour arranged through the school's Parent Support Advisor. Perhaps the aspect that parents find most useful is the opportunity to talk openly and honestly about the situations that they manage at home. Simply knowing that you are not the only parent dealing with a particular behaviour can be just as helpful as being empowered through learning simple strategies to defuse, divert and de-escalate incidents. Simple practical strategies and the chance to problem-solve as a group is a key aspect of this support.

Complaints

The availability of a clear policy about the use of reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a student, parent or other person in relation to the use of RPI within the school indicates that an allegation of mishandling by a member of staff is being made the matter will be reported in accordance with LA procedures.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

Whistle Blowing

Whilst the training in TEAM TEACH provided to all staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to students includes the requirement to report any such matters which cause them concern in relation to student management and welfare. Any such concerns, (short of immediate Child Protection concerns which should, of course, be passed to the DSP), should be raised with the Head teacher, Senior Management Team, School Business Manager or with the Chair of Governors in order to allow concerns to be addressed and practice improved.

Reference documents

DCSF, The Use of Force to Control or Restrain Pupils – supersedes Circular 10/98 - http://www.teachernet.gov.uk/_doc/12187/ACFD89B.pdf

The Violent Crime Reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 –

www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 -

<http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, Joint Guidance DfES and DoH, 2003 – www.teachernet.gov.uk/wholeschool/sen/piguide

Risk Assessment Pro Forma - <http://www.teachernet.gov.uk/docbank/index.cfm?id=5334>

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 – www.teachernet.gov.uk/wholeschool/sen/piguide

The Children's Act 1989 http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm

Physical Interventions: A Policy Framework, John Harris, et al, BILD, 2002

www.TeamTeach-Tutors.co.uk/Letsshare/

Appendix A Mary Elliot School Behaviour Analysis Form

Full Name: **Example**

D.O.B.:

Start Date: November 2016

Class:

Review Date: June 2017

Background information (medical details, disabilities, family circumstances, etc.)

- Has ASD, etc.
- Lives with Mum, Dad, brother and sister.
- Has school dinners. His portions have to be monitored because he will eat too much if he is allowed to.
- Likes clear structures and routines, to know what is happening and when.

Challenging behaviours (anything that the child does that requires adult intervention)

- Slapping, biting, pinching to self/self-harming
- messing with objects.
- Pretends to sleep.
- Self-injurious behaviour.
- Can be stubborn and lazy and uses this as a means of opting out.

Possible triggers

- Not understanding task.
- Other pupils in proximity.
- Classroom noise.
- Other children misbehaving and/or being told off
- Change of location.
- Boredom.
- Requires changing / toileting.

Full Name: **Example**

Purpose of pupil's behaviour (e.g. attention seeking, work avoidance)

- Communication.
- Not wanting to conform / wanting a particular item.
- Frustration or confusion.
- Work avoidance.
- Jealousy.
- Unknown reason to be investigated further.
- Anticipation of adult intervention / attention.
- Laziness.
- Provides stimulus.
- Emotional issue, i.e. depression, anxiety, etc.

<p><u>Factors which maintain / escalate behaviour</u></p> <ul style="list-style-type: none"> • Being unwell. • High noise level. • Being told 'no'. • Certain adult intervention. • Physical contact. • Insufficient time / space given. • Certain curriculum topics. 	<p><u>Occasions when it is less likely to occur</u></p> <ul style="list-style-type: none"> • Using schedule / routine. • Visual aids / communication used. • When classroom is quiet & calm. • Working 1-2-1, no other pupils present. • When swimming. • When working with • During lunchtime.
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<p><u>Strategies tried that work (incl. advice)</u></p> <ul style="list-style-type: none"> • Offer 1:1 help for short period. • Give space. • Remove from room. • Give quiet time if genuine distress. • Clarify instructions. • Swap staff / peer group. • Offer 'twiddle'. 	<p><u>Strategies tried that do not work</u></p> <ul style="list-style-type: none"> • Distract with choice activity. • Change of staff. • Ignoring behaviour. • Talking about the issue. • Moving to another area.
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<p><u>Evaluation</u></p> <p>✓</p>

Appendix B
Individual Behaviour Management Plan

Full name: EXAMPLE	D.O.B.:	Class:	Start Date:	Review Date:	Plan No.
Priority behaviours: Outbursts – Shouting. Self-injurious behaviour Refusing to sit/move			Priority behaviour target: To control own behaviour when things change by remaining calm.		
Potential triggers: Things not working Not being able to do something Someone getting upset or being ill Someone shouting			To help me stay calm I need (equipment, interventions, rewards): Distraction Physical interventions to remove me from the situation. Give space. Give quiet time if genuine distress.		
Resources I use:			Evaluation:		
If I do		Staff need to respond by		What next?	
1) have an outburst.		1) moving me away from others (single elbow), without talking to me. I may need to take a task with me on my walk to continue my learning elsewhere.		1) give me time to calm down and I will return to my work.	
2) display self-injurious behaviour.		2) helping me to stop using caring C's to stop me hurting myself.		2) give me time to calm down and re-join the group.	
3) refuse to sit / stand.		3) asking me to stop and sit down / get up making it a fun activity.		3) redirect me to an appropriate seat.	
Person:	Name:	Signature:		Date:	
Parent / Guardian:					
Teacher:					
Head teacher:					

Appendix C
Mary Elliot School
Positive Handling Plan – Risk Assessment

Full Name: **Example**

D.O.B.:

Class:

Start Date:

Review Date:

<u>Behaviour(s) being addressed</u>	<u>Location</u>	<u>Level of Risk</u>

<u>Strategies to be used (where possible) before Physical Intervention:</u>							
Give time		Distraction		Give alternative / consequences		Praise partial compliance	Other:
Give Space		Reassure/ remind		Other staff Intervene		Repeat request	
Talk calmly		Give a count		Instruct other pupils		Remove stimulus	

Preferred Handling Strategies to be used:

<u>Person:</u>	<u>Name:</u>	<u>Signature:</u>	<u>Date:</u>
Child (if appropriate)			
Parent / Guardian:			
Teacher:			
Head teacher:			

Circulation list:

Nurse.

Physio.

Parent / Guardian.

Teacher.

Pupil file.