

TALBOT SPECIALIST SCHOOL



Behaviour and Physical Intervention Policy

RATIFIED:  Chair of Governors

DATE: 7 October 2016

TALBOT SPECIALIST SCHOOL POLICY ON BEHAVIOUR AND PHYSICAL INTERVENTIONS

CARE AND CONTROL (INCORPORATING PHYSICAL RESTRAINT)

'The use of Positive Handling to manage physically challenging behaviour'

This Policy has been prepared after staff discussions and was adopted by the Governing Body in October 2016

Responsible Governor - Phillip Morgan

Review - Annually by the Head Teacher, Behaviour Coordinator and the Governing Body.

INTRODUCTION

The Policy has been developed in response to DfE. Guidance (04/2012) on "The use of force to control or restrain pupils", and in conjunction with section 93 of The Education and Inspections Act 2006.

It also follows the BILD code of practice for the use and reduction of restrictive physical interventions. (2010) 'Third edition'

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the school's Discipline and Behaviour Policy is made to parents in the school Prospectus. This statement includes information on the use of reasonable force to control or restrain pupils, with Team Teach being the chosen strategy.

Procedures relating to equality issues e.g. race, disability, sexual orientation and, religious beliefs are outlined in the anti-bullying policy.

DfE guidance on the use of force 'April 2012' stipulates that reasonable force may be used:-

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Teaching and non-teaching staff work in 'loco parentis' and have the power to use reasonable force. They should always operate with an appropriate "Duty of Care". They could be liable for a claim of negligence if they fail to follow the guidance within this policy.

- The application of any form of physical control 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 the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

AIMS

- To create a warm, calm and orderly atmosphere that promotes a sense of community with a multicultural and multifaith ethos.
- To achieve a consistency of attitude and approach by staff that gives a sense of security and safety and clear expectations to students.
- To ensure consistent, effective management of behaviour across the school.
- To create a climate of mutual respect between all students, staff and visitors, regardless of their colour, race or creed, within the school environment and the wider community.
- To ensure that all members of the school community are aware of our values, and that they are reflected in our behaviour.
- To ensure that governors, parents/carers, staff and students understand their roles and responsibilities in this area.
- To promote the continual development of all staff, parents and relevant outside agencies in the area of positive behaviour management.
- To develop a partnership with parents/carers in the behaviour management of their child or young adult.
- To ensure staff are aware of multicultural/multifaith aspects which may have an impact on a students behaviour management.
- To provide language/communication support where possible.

PROMOTING POSITIVE BEHAVIOUR AND VALUES AT TALBOT

- The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos.
- A committed team approach is vital to the promotion of a positive ethos.
- Staff provide a positive role model for students and this is reflected in their professionalism.
- Students will be respected as individuals.
- Work will be appropriate to the abilities and emotional, religious and cultural needs of each student where possible.
- The pace of the school day, and delivery of lessons, will be appropriate to the needs of the individual student.
- Students are encouraged and expected to respect each other, staff, visitors, the school environment and those they meet when out of school.

EXPECTATIONS AT TALBOT

At Talbot we expect that everyone will:

Be kind to each other.

Be polite.

Listen to each other.

Give and receive help.

Share with others.

Be patient.

Try to stay calm at difficult times.

Consider the feelings of others.

Work cooperatively with others.

Be honest.

Respect other people's property.

Compromise when necessary.

Respect each other's privacy.

TEAM TEACH AT TALBOT

Team Teach is a structured, non violent staff development programme that promotes Techniques (that are) **E**ffective (with) **A**nger, aggression **M**anagement (utilizing) **T**herapeutic **E**ducational **A**wareness **C**ommunication **H**andling (strategies). In 2015, Team Teach achieved accreditation from the Institute of Conflict Management (ICM), which was established with the support of the Health and Safety Executive in 2000. It serves as the secretariat to the all-party Parliamentary group which meets three times a year at the House of Commons, to promote best policy and practice in the prevention and management of work related violence and bullying.

The Team Teach approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a student, and it teaches safe, effective ways to do this. Talbot is committed to Team Teach and ensures that all staff have been trained in its use. We are committed to provide full training to new members of staff within 60 days of joining the team. Any risk associated with physical intervention is covered in great detail during initial and refresher training for all members of staff. "Team Teach techniques seek to avoid injury to the students, 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 students remain safe". (George Matthews – Director)

Five members of staff have Team Teach instructor status and they provide an initial two day training course for new members of staff, then a one day re-accreditation bi-annually for all.

Parents will be informed of, and asked to support our commitment to Team Teach at the time of transition from feeder schools. All parents will be informed of Team Teach via the school prospectus, Parent transition days and the home/school agreement.

POSITIVE HANDLING PLANS

When routine classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to draw up a Positive Handling Plan for an individual student. The class teams and behaviour coordinator are responsible for drawing up the plan, in consultation with parents, other members of staff and outside agencies if necessary. Outside agencies may include those from a wide range of backgrounds, including the Educational Psychologist service, respite care homes, social workers and Medical Professionals etc. The plan will indicate which undesirable behaviours are being exhibited and possible triggers for them. It will provide guidelines for managing the environment in order to prevent incidents of inappropriate behaviour, and clear instructions on how to intervene when the behaviours have occurred. Any Team Teach positive handling techniques that are likely to be used will be included in the programme. Any techniques that should not be used will also be mentioned when appropriate. There will also be a section on communication needs. Arrangements for reporting to parents and a date for review are also included. The class teacher, the parent, the behaviour coordinator and a member of the senior leadership team will sign the plan. It will be reviewed at least annually. A shortened version of each plan, highlighting key actions, will be displayed in the student's classroom if necessary. Unfamiliar staff will be given the opportunity to read individual plans for consistency of behaviour management.

INCIDENTS OF INJURY AND POSITIVE HANDLING

When incidents of Restrictive Physical Intervention (RPI) occur that are detailed in an individual's positive handling plan, these will be recorded on monitoring sheets, kept in the classroom. If RPI is used, that is not detailed in a plan, a Talbot School incident form will be completed. The form is yellow and each phase team has its own bound and numbered book. These will then be discussed

with, and signed by a member of SLT/ Behaviour coordinator and Team Leader. This will form the debrief, repair and reflection process that will follow after every incident. This book will also be used for any accidents or injuries to staff or students. Students will be offered a repair and reflection process by a member of the staff team. Each year group has a copy of the PECS symbols to assist with this process.

ROLES AND REPONSIBILITIES

GOVERNORS

- There will be a named governor responsible for behaviour.
- To monitor, review and amend the policy, at least annually.
- To monitor Incident and Accident forms.

SENIOR MANAGEMENT

- Oversee the implementation of behaviour and discipline procedures across the school.
- Liase with outside agencies with regard to general behaviour policy procedures.
- Monitor and evaluate the effectiveness of the behaviour policy.
- Support staff in dealing with behaviour issues.
- Coordinate training for staff.

BEHAVIOUR COORDINATOR AND TEAM TEACH INSTRUCTORS

- Oversee the drawing up, implementation and review of behaviour programmes.
- Maintain a central record of training, evaluations and incidents.
- Organise and deliver Team Teach initial and re-accreditation training across school and the wider community.
- To issue a copy of this policy (including updates) to every member of staff and ensure they sign to confirm that they have read and understood it.

CLASS TEAMS

- Contribute to the writing of behaviour programmes after consultation with each other.
- Advise colleagues on the implementation of the programme.
- Report all incidents within 24 hours of the event.
- Record and evaluate incidents of inappropriate behaviour.
- Complete Incident forms when necessary.
- Refer serious concerns to the behaviour coordinator and/or a member of Senior Leadership Team.
- To receive and read a copy of this policy (and any updates) and sign to say they have.
- Understand the principles and values of Team Teach.

PARENTS/CARERS

- Support Talbot's commitment to Team Teach, and agree that positive handling strategies can be used with their child if it becomes necessary.
- Agree the expectations of pupils' behaviour in the school policy, and encourage their child to accept the standards wherever possible.
- Support the school and contribute towards achieving these standards, by reporting on progress and achievements of their child.
- Report any concerns they have to the school.

REINFORCING POSITIVE BEHAVIOUR

Any reinforcers should be age appropriate, applied fairly and given with regard to equality of opportunity for all students. They will be selected according to their ability to motivate the individual and their appropriateness to the level of achievement. Some students will need an immediate reinforcer whilst other will be able to build points up, or wait until a later time to receive a treat. Whilst using reinforcers, staff should encourage students to work towards behaving appropriately because they know it is the right thing to do and not because they know that a reward will follow a spell of calm behaviour.

DEFINITIONS OF POSITIVE HANDLING

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it in Talbot School:-

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil 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. (para. 3.4 page 9 DFES Guidance Ref: LEA/0242/2002 – contact DFES SEN Schools Team).

Physical Contact

- There are situations in which proper physical contact occurs between staff and pupils. Examples of these would be in the personal care of pupils with complex medical needs, in games/PE, or to comfort a pupil in distress.

Physical Intervention

- This may be used to divert a pupil from a disruptive or destructive action, for example guiding or leading a pupil by the hand, arm or shoulder, with little or no force.

Physical Control/Restraint

- This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All incidents must be recorded and stored in an accessible way.
- The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Important Definitions

- **Seclusion**
 - Forced to spend time alone against will.
 - Requires statutory powers other than in an emergency.
- **Time Out**
 - Restricting positive reinforcement as part of a planned behavioural programme.
 - Requires written agreed plan.
- **Withdrawal**
 - Removed from the situation but observed and supported until they are ready to resume.

APPLYING SANCTIONS

The school believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the pupil, to apply sanctions to behaviour. Staff will assess that students are aware that their behaviour is unacceptable, and that the behaviour is within the students control, BEFORE a sanction is applied. Sanctions will be used sparingly, sensitively and after due care and consideration.

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. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Rowena Thorpe - October 2016