



Behaviour and Positive Physical Intervention Policy

| | |
|--------------------|----------------------|
| Signed: | Hazel Simmons |
| Position: | Headteacher |
| Chair Of Governors | Tim Coulson |
| Signed | <i>T. J. Coulson</i> |
| Date Agreed: | July 2020 |
| Next Review: | October 2021 |

Contents

1. Policy Statement
2. Introduction
3. Setting Expectations
4. Positive Behaviour Support
5. Modifications to Environment
6. Help Protocols
7. Well Chosen Words
8. The Last Resort Principal
9. Physical Interventions
10. Reasonable and Proportionate
11. Unreasonable Use of Force
12. Health and Safety
13. Risk Assessment
14. Getting Help
15. The Post Incident Support Structure for Pupils and Staff
16. Complaints
17. Training
18. Recording
19. Monitoring, Follow-up and Evaluation
20. Other Relevant Policies

Appendix 1 – “Six Stages of a Crisis” Team Teach Model

1. Policy Statement

At The Bridge School, the development of positive Behaviour and attitudes in pupils is of paramount importance. The Bridge School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners, good social skills and a secure learning environment play a crucial part in the development of responsive and curious pupils who are motivated to learn and develop positive communication with others. Our shared values illustrate our ambitions:

- Independence
- Respect
- Kindness & Compassion
- Positivity
- Courage
- Inclusivity

The Bridge School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds, faiths and disabilities. We treat everyone as an individual, aim to develop the whole person and equip them to take their place in the modern world.

The Code of Conduct at The Bridge School asserts that education is a partnership between us, parents/carers, social workers, support-workers, health teams, therapists and the Local Authority. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest standards of behaviour, both inside the classroom, as well as outside the School in the community. We expect pupils to treat staff, and each other, with consideration and good manners and to respond positively to the opportunities and demands of school life. Due to the specific and widely varying needs of the pupils, rules are formed on an individual basis to ensure all behavioural, medical and sensory needs are met.

Everyone at The Bridge School has the right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. (See Anti-Bullying Policy.)

We expect, and educate pupils, to be ready to participate in School activities. They should attend School and lessons punctually. They should care for the buildings, equipment and furniture. We educate pupils to overcome their challenges, frustrations and anxieties to behave at all times in a manner that reflects the best interests of the whole community. Exclusion from the School would only be considered in extreme cases.

We may use direct contact to prompt, guide, assist, reassure and comfort our pupils. On occasions we may need to hold a pupil to keep them safe. Staff have a duty and responsibility to keep children safe from emotional, physical and psychological harm. Sometimes things happen quickly, but if there is time staff should warn children before intervening. Staff also have a duty to stop children from harming other pupils or damaging the school or its contents as well as stopping a child from causing serious disruption in the school. Whenever a physical intervention is used it should be the minimum force, for the minimum amount of time necessary to achieve the desired result; it should be proportionate to the circumstances it is intended to resolve or prevent. Force is never and must never be used as a punishment and children should never be forced to spend time alone against their will.

2. Introduction

The term Physical Intervention includes a wide range of supportive strategies for managing extreme anxieties and behaviours that may make the child unsafe around other pupils and staff. Included in this policy are a small number of responses which may involve the use of force to control or to support a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Physical Interventions' in national Guidance (DfE 2013). A clear and consistent Behaviour and Physical Intervention Policy supports pupils and staff within an ethos of mutual respect, care and safety.

This policy details how we implement the guidance at The Bridge School. It should be considered alongside the most recent LA policy statements and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and necessary.

3. Setting Expectations

The Headteacher, senior leadership team and staff at The Bridge School take their duty of care towards its pupils, employees and visitors very seriously. Staff protection is also an important part of safeguarding and all depend on confident and competent staff who feel supported by the leadership. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

4. Positive Behaviour Support

The Bridge School adopts a preventative approach to behaviour management. If a pupil has been involved in a significant incident or a restrictive physical intervention, staff complete a reflective review, aiming to identify any factors which may exasperate or create anxious behaviours so that they can be minimised. If required, the pupils personal Risk Assessment and Behaviour Plan is changed accordingly.

5. Modifications to Environment

Our aim is to keep all environments clutter free and ensure that materials that could be, in states of extreme anxiety, used as weapons, are kept safely stored and out of reach when they are not being used.

Staff are asked to consider:

- How is the availability of pointed implements (including pens, pencils, compasses, knives, forks) controlled?
- What small items are widely available that may prove hazardous?
- Do unused resources need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design arrangement and furniture safe and appropriate for pupils who may exhibit anxiety behaviours?
- Is there shelving, cupboards etc accessible for children to climb dangerously?
- Is there a comfortable quiet space in class?
- Have pupils been taught to take themselves to a safe space?
- Are pupil's Social Stories available throughout the day?
- Are there visual aids, personal to the child, available at all times?
- Are there motivators available?
-

6. Help Protocols

The expectation at The Bridge School is that all staff should support one another. This means staff will always offer help and always accept it. Staff will never walk past or ignore a situation. **Help does not always mean taking over. We need to remember that our pupils require clarity of ideas and words: two or more people taking to them at the same time, whilst well intentioned, is frequently confusing for them.**

It may sound like:

“Help is available miss/sir.”

“You can help by... staying around in case you are needed or, can you look after my class for one moment. Thank you.”

Supporting a colleague does not mean interfering with their strategies or taking over nor agreeing with their suggestions nor offering sympathy when things go wrong. Real support sometimes means acting as a ‘critical friend’ to help colleagues become aware of possible alternative strategies.

It may sound like:

“More, help, is available miss/sir.”

“What do you suggest?”

“There is a message for you in the office. I will wait here, can you call ... to support. Thank you.”

Good clear, concise, communication is always necessary so colleagues avoid confusion when help is offered. Staff at The Bridge School always accept help when a pupil is in crisis. **Our pupils can usually only manage to process one set of choices or instructions at a time.**

Staff need to agree scripts, so all parties understand what sort of assistance is required and what is available. **In the case that Physical Intervention is required, one member of staff should take the lead, state they are taking the lead and all other colleagues should follow that lead and refrain from speaking unless asked to do so.**

7. Well Chosen Words

Staff should never shout or raise their voice as this:

- a) is most likely to raise anxiety and
- b) models undesirable behaviour

Pupils should be spoken to in positive terms not negative. Rather than, ‘Don’t ...’ phrases, **staff should tell pupils what they should do instead.** For example, instead of ‘Don’t hit the wall’ say ‘please sit down’ or ‘please come for a walk with me’. A well-chosen word or phrase can sometimes avert an escalating crisis. If a pupil moves to level 2 on the “Six Stages of a Crisis” Team Teach model (Appendix 1), it is at this point that a pupil struggles to process verbally

delivered demands. Telling a pupil to calm down can heighten anxiety. Pointing out what they have done wrong in times of high anxiety will also make things worse. Our pupils need simple, one step instructions. Multiple stage instructions are too complex for minds that are in a state of anxiety. Telling a pupil what to do in two or three simple words, supported with a visual is a preferred means of communication to reduce anxious behaviour.

In Team Teach, staff are trained to use the "Shut-Up Script." This is not ignoring behaviour but staff working with a pupil may identify social skill and will take time to choose their words carefully rather than to say the wrong thing that may provoke a further escalation.

It is imperative that, when writing up an incident, staff avoid emotive and empty words like:

- Getting physical
- Challenging
- Aggressive
- Uncooperative
- Argumentative
- Violent
- Abusive: never to be used. Does not apply to our pupils
- Inappropriate

On their own, these words do not give enough detail. For example, the term 'violent' can mean different behaviours to different people, so if the term is used it needs to be clarified: Instead of violent, we should be explicit such as 'threw chair' or 'slapped a child'.

8. The Last Resort Principal

At The Bridge School we only use physical restraint when there is no realistic alternative. All staff are given copies of the policy guidance, Use of Reasonable Force and Reducing Physical Intervention in Schools. In addition, all staff are trained and achieve Level 2 in 'Use of Reasonable Force in Schools'. This does not mean we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

It does mean we expect staff to make dynamic risks assessments when considering an intervention and post incident to conduct a risk assessment and choose the safest alternative should the situation happen again. It also means

we expect staff to actively seek alternatives to physical intervention which may be effective.

9. Physical Interventions

It is sometimes reasonable to use a physical intervention to prevent extreme anxiety behaviour from becoming dangerous.

Staff should make a dynamic risk assessment, decide to call for help, and move objects or remove other children from the situation before deciding to make a physical intervention. They may also be able to use other strategies such as distraction, motivators and change of face. Staff should assess the risk and then decide to use the minimum physical intervention necessary to achieve the desired result.

Examples of physical intervention are where a pupil has shown ritual patterns of behaviour, which in the past have led to the pupil becoming more anxious, distressed and violent. In such circumstances it may be reasonable to support a pupil and withdraw to a safer place when the pattern of behaviour begins, rather than wait until the pupil is distressed and out of control.

The paramount consideration is that the action is taken in the 'best interest' of the pupil and that any action we take reduces, rather than increases, risk.

Staff unable, for their own medical reasons, to participate in physical interventions, should inform a member of SLT. They are advised to 'walk away' and call for help in this case.

10. Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. Staff should not react in anger. If staff feel they are becoming angry they should withdraw immediately to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

11. Unreasonable Use of Force

It is never acceptable to use force to enforce compliance in circumstances where there is no risk nor to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted,

or should pupils be deliberately subjected to undignified or potentially humiliating treatment.

Other than as a strictly one-off, short time, emergency measure to protect health and safety, force must never be used to keep a pupil secluded.

Pupils may never be locked or placed in a room alone that they cannot get out of. Pupils may be invited to go to a calming area and be by themselves to calm but they must always be free to leave if they chose.

Further details of the Team Teach approach can be found on the Team Teach website (www.team-teach.co.uk).

12. Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal health and safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for health and safety in The Bridge School. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing.

*'Team Teach techniques seek to avoid injury to the service user (pupil), 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 are regrettable and infrequent "side-effect" of ensuring that the service user remains safe'.
(George Matthews, Director)*

13. Risk Assessment

Risk assessments (written and live) are a routine part of school process at The Bridge School. Responsible staff should think ahead to anticipate what could go wrong.

14. Getting Help

At The Bridge School the following support structures are in place:

- SEND information and Educations Health and Care Plans are available to all members of staff for further evidence gathering when completing Positive Behaviour Support Plans and Risk Assessments.
- Directed training on Policies and Procedures.
- Visual information showing use of help protocols, Scripts, Circles of Danger, Six Stages of a Crisis model are placed in both Primary and Secondary staff rooms.
- Dependent on the language skills of each pupil a debrief session is carried out after an intervention with the pupil(s) involved, reflecting on how the pupil felt about the experience.
- Refreshers in the Team Teach strategies and techniques for all staff, are timetabled regularly throughout the academic year (and available on demand by individuals and groups) and delivered by the school's own Team Teach trainers.

15. The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the policy of The Bridge School to offer support for all involved.

People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. It may take a minimum of 90 minutes before adrenaline is released from the body. Sometimes it can take all day. During this time the pupil requires 'insulating' otherwise they may loop back into crisis.

Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. They should also consider the lesson they are being returned to.

Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using The Bridge School systems.

It is important to note that injury in itself is not evidence of malpractice.

Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this.

When time and effort are put into post incident support for pupils and the outcome can be a time for learning, growth and strengthened relationships.

16. Complaints

Rarely, pupils or parents may make allegations of inappropriate or excessive use of force following an incident. The Bridge School has a formal complaints procedure. The complaints policy applies equally to everyone including staff.

Any concerns regarding the welfare of a pupil should be taken to the Designated Safeguarding Lead (DSL) or one of the ADSLs.

17. Training

The Bridge School has adopted the Team Teach Model of training. All training courses are delivered by qualified instructors. All classroom staff are mandatorily trained in the Team Teach method of psychological and physical Intervention and these taught strategies and styles of hold / intervention should be followed. Staff that have not been trained should refrain from physical intervention unless it is absolutely necessary, and they take oral guidance from a trained member of staff in real time. (Excepting emergencies where another child may otherwise be in danger.) It is our aim for all staff in the school to be trained in this system. Team Teach is accredited The Institute of Conflict Management and is an accredited CPD provider.

The level of training recommended is related to the level of risk faced by the member of staff. Our preferred approach is for whole staff team training. Office staff may not require the same level of training in physical techniques as those working directly with the most challenging pupils, however all staff benefit from the whole school training. The level of training required is kept under review and may change in response to the needs of our clients. Once trained, staff should regularly review handbooks and visit the Team Teach website for important guidance. The behaviour team is also available to support.

18. Recording

When there is Significant Incident or Physical Intervention is used, the incident must be recorded using the approved forms that are available in the staff rooms, reception offices and on the central school server. They are also available from the Welfare and Safeguarding officers.

The details recorded on the forms are then entered onto a software system dedicated to the recording of such incidents and original hard copies, cross reference numbered to the secure electronic system, are filed and ½ termly,

spiral bound and stored confidentially. This then provides a sequential numbering system in the Welfare and Safeguarding locked office. Unless impossible, all staff involved or who were witness' to an incident should contribute to the record which should be completed within 24 hours.

Staff should:

- Complete all sections of the recording [Orange] form carefully;
- Record the facts, make no assumptions;
- Refrain from using empty/emotive words
- Complete all pupil and adult names in full.
- Sign and date where required
- Hand completed form to the Welfare and Safeguarding team / office within 24 hours.

These records are legal documents will be retained and cannot be altered in any way after submission.

19. Monitoring, Follow-up and Evaluation

The Welfare and Safeguarding team will ensure each incident is logged onto the electronic data base, CPOMs and, if they feel it is necessary, reported to Leadership to investigate further action as and when required.

Records are open for external monitoring and evaluation and reports provided to USP upon request.

Following an incident, consideration should be given to conducting a further risk assessment. This may involve reviewing the Positive Behaviour Support Plan, Positive Behaviour Policy or this policy. Any further action in relation to a member of staff, or an individual pupil, will follow procedures.

20. Other Relevant Policies

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- KCSiE
- Health, Safety and Wellbeing Policy
- Staff Disciplinary Policy
- Whistleblowing Policy

Six Stages of a Crisis – pages 42 - 52

