

Palatine Primary School

Positive Management of Behaviour Policy



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Palatine Primary School Positive Management of Behaviour Policy

1. Introduction

The Governors and Staff of Palatine Primary School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all.

This policy takes cognisance of, and is informed by, *'The use of force to control or restrain pupils: guidance for schools on England'* published in 2010, the Education and Inspections Act 2006, joint guidance issued by the DfES and DOH in 2002 and 2003, and the guidance issued by ADCS in 2009 to Local Authorities in their protocol on restrictive physical interventions.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils e.g. Child Protection and Safer Working practice.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for students and volunteers working within the school to explain the arrangements for supporting a positive change in behaviour. Its contents are available to parents and pupils on the school website.

2. Aim

A well behaved school is one in which there is a climate where pupils 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 minimised.

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.

3. Underpinning values

Everyone attending or working at Palatine 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.

Pupils attending Palatine school and their parents have a right to:

- Be encouraged to make choices concerning their education and their lives;
- Be able to access all aspects of the school community whatever their disability;
- Be aware that physical interventions should only be used in the pupil's best interests and as a last resort if de-escalation is unsuccessful;
- Individual consideration of pupil 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 pupils and staff working in school;
- Be informed about the school's complaints procedure.

Staff should ensure that pupils 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 Policy at an appropriate level.

4. Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the boundaries and support provided by staff. This protects the well-being and safety of all pupils 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 Palatine School physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our pupils, including the need/right to be safe from harm (from themselves and others).

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

- 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;
- Are provided with appropriate and regular training to deal with these difficult situations.

5. Minimising the need to use force

At Palatine 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. Sign-along, symbols, photos and objects of reference to support pupils communicating effectively without the need to resort to challenging behaviour. In addition to this, pupils who present with challenging behaviour have an Individual Behaviour Management Plan (BMP) or Supportive Strategies Plan.

Pupils who have issues related to sensory processing or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour have individualised support programmes to help them to manage this e.g. SCERTS/ Attention Autism.

The school curriculum and ethos promote independence, communication, choice and inclusion. In addition pupils are supported through interventions including Nurture support, Play therapy and Drawing and Talking Therapy as necessary.

Ongoing training with regular updates are provided for staff to help them to defuse situations before behaviour becomes challenging as well as 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 in line with TEAM-TEACH guidelines. Reasonable force will only be used as a last resort, in the best interests of the child and must be a reasonable, proportionate and necessary action.

6. Implications of the Policy

As teaching and support staff work 'in loco parentis' and have a Duty of Care towards their pupils, 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 pupil's challenging behaviour. Pupils BMP's 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 day to day duties;

- Making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage the 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 2007, gives schools powers to screen or search pupils for weapons. At Palatine School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received any training in this area.

7. Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. The daily management/ preventive strategies sections of a pupil's BMP will outline specific ways to prevent incidents with the individual pupil. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all pupils.

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 pupil'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 pupils' 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, as risk assessed in the pupil's BMP.

8. Types of Incident

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil 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 pupils, 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 Pupils 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 pupil is behaving in a way that is compromising good order or discipline.

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

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

Examples of situations which fall into the third category are:

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

Where a pupil'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 (as outlined in the pupil's BMP/ Support Strategies):

- A calming activity should be offered/made available to the pupil, including the option to withdraw from the task/activity.
- A clear positive statement should be given to tell the pupil 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 pupil 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 pupil complies. If possible summon assistance – use the walkie-talkies.
- 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.

9. TEAM-TEACH

The staff of Palatine School are trained in the TEAM-TEACH Teach method of Care & Control/Positive Handling which aims to 'promote the least intrusive positive handling strategy and continuum of graded and gradual techniques with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before Positive Handling strategies are utilised' (TEAM-TEACH aims and course objectives). The staff team are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used.

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

10. Positive Handling

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 Palatine School is seen as a proactive response to meet individual pupil 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 change support strategies used.

11. Behaviour Management Plans

Positive Handling Plans, at Palatine referred to as Behaviour Management Plans (BMP's), are a plan for the positive management of pupils' behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a pupil to change their behaviour to a more positive alternative.

The BMP's will outline how the pupil should be supported by staff and what alternative behaviour or communication strategy they are being taught. It is vital that these plans are followed precisely and consistently by all staff. The plans are reviewed and amended regularly at class meetings.

In some circumstances, trained staff may need to use more restrictive holds – TEAM-TEACH Restrictive Physical Interventions (RPI) techniques which will be outlined in individual BMP's. Staff will be taught acceptable methods as part of the training procedures.

All plans are shared with parents and are reviewed at least annually. Plans may be reviewed more frequently if needed, especially if a pupil is going through an unsettled time or changes in patterns/types of behaviour.

12. Definitions - Physical Contact

Refers to situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach. At all times, (especially whilst assisting a pupil with their personal care and when teaching/practicing personal independence skills) staff should use discretion to preserve the dignity of those pupils needing help/support. Staff should also refer to Palatine School's Child Protection Policy, Intimate Care Policy, and the document Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009.

Physical Intervention (PI)

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

This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. **All such incidents must be recorded** on the TEAM-TEACH recording form and in the Serious Incident Bound Book. If anyone is injured a HS1 accident/incident report must also be completed. Records of incidents must be given to the Behaviour Support Leads Rosemary Needs/ Lucy Bishop as soon as possible, and by the end of the school day at the latest. The pupil'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 pupil 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.

13. Planned and emergency physical interventions

A **planned intervention** is one that is outlined in the pupil's BMP. This should cover most interventions, as possible scenarios will be identified through the Challenging Behaviour Risk Assessment and planned for when the BMP 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 pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be **proportionate to the circumstances**. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Wherever possible assistance will be sought from another member of staff.

Following any such incident, a BMP will be devised (or the existing plan amended) to support effective responses to any such situations which may arise in the future. This also includes reviewing PEEPS plans to be used in Health and Safety emergency evacuations.

14. Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it within Mayfield 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.
- Staff would be expected to follow the pupil's BMP 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 and in the best interests of the child.

15. Time out, withdrawal and Safe Space

Time out: This involves restricting the pupil's access to positive reinforcements as outlined in their BMP 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).

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 pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress.

Quiet Room/ Safe Space): Sometimes a child needs to “let it out” before they are able to calm down and re-join their learning; quiet rooms are a safe and appropriate place to do this. If a quiet room is being offered as a safe place for a child, this should be documented in the child's BMP and parents must have read this plan and signed and dated that they agree with this.

Palatine School is a generic special school and therefore we don't restrict pupils of their liberty and must NEVER seclude a child in a quiet room.

A child **can** access a quiet room through their own choice to help regulate their behaviour; they can also choose to close the door. Adults **cannot** make the decision to seclude a child in a quiet room and close the door but must be monitored by staff and recorded on quiet room forms. Staff must support the child in the quiet room if the door is closed by the adult supporting them.

If a child has opted for time alone in the quiet room and has shut the door staff must make sure they can monitor the child during their 'calming down' time and complete the regular checks on the 'quiet room' form. A child must NEVER be left unattended in a quiet room.

16. Recording of incidents

Where a Restrictive Physical Intervention has been used a record of the incident will be kept on the TEAM-TEACH (TT) incident form. All TT incidents will also be recorded in the school's Bound and Numbered Book. The Bound and Numbered Book is a hard-backed book, with numbered pages, retained by the Behaviour Support Leads on behalf of the Head teacher. Appropriate documentation (TT record) will be completed as soon as possible after the incident, (within 24 hours) normally prior to staff going off duty and be signed by all staff involved and the Head teacher/ Assistant Head.

ABC charts and Tally charts can be used for recording less serious incidents to identify patterns of behaviour.

17. Reporting incidents

All incidents recorded on a TT incident form or entered into the Bound and Numbered Book will be reported to parents. This may be by telephone or in the home-school communication book- depending on the nature of the incident the child's BMP will be reviewed/ devised.

Where there is any concern over the appropriateness of a response the Head teacher, Chair of Governors or the Team Teach Adviser may refer the incident to the West Sussex Children's Safeguarding Board for clarification and/or investigation.

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 pupil 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 injuries will be reported using the School's Accident Form/ body map as necessary. Any injuries to pupils as a result of incidents involving restraint will be reported in line with locally agreed LADO procedures.

18. 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 pupil(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 by the Behaviour Support Leads and the results used to inform planning to meet individual pupil and school needs. The Head teacher will present a termly summary of incidents to the Management Committee.

19. Positive Listening, 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 appropriate support will be provided for staff and pupils, so that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Pupils 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 pupils with Autistic Spectrum Disorder
- Nurture and emotional support

Staff should ensure that they are fully recovered from an incident before resuming their duties and will be encouraged to seek and offer support where it is deemed necessary.

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 pupil, this will be pursued through the appropriate procedure/s:

- Review of BMP
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Positive Management of Behaviour Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered.
- In some circumstances it may be appropriate to provide additional training for individual 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.

20. 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 a pupils' BMP's 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 pupils.

21. 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.

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 including reporting the matter to the Local Authority Designated Officer (LADO) 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.

22. Whistle Blowing

Whilst the training in TEAM-TEACH 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 pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns, (short of immediate Child Protection concerns which should, of course, be passed to the DSL), should be raised with the Head teacher, or with the Chair of Governors in order to allow concerns to be addressed and practice improved.