

**MONTON GREEN PRIMARY SCHOOL
BEHAVIOUR AND
RESTRICTIVE PHYSICAL INTERVENTION
POLICY 2016/17**

**SALFORD (PRIMARY)
BASED ON THE “TEAM TEACH” APPROACH**

Ratified: November 2016

A handwritten signature in black ink, appearing to be 'S.M.', is written on a light-colored rectangular background.

Introduction

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

Rationale

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

In developing appropriate behaviour in our pupils, the school promotes the use of a range of techniques. It also acknowledges that some pupils' behaviour may be so severe as to require the use of reasonable force (see Section 550A of the Education Act 1996 and July 2002 Guidance on the Use of Restrictive Physical Interventions) to ensure both his/hers and others' physical well-being. It is crucial to the successful management of these behaviours that staff work closely with parents /carers, other interested parties and the pupils themselves to ensure a consistent approach to behaviour management is implemented which actively develops each pupil's own ability to take responsibility for and control of his/her own behaviour. The approach used draws from school's own experience of "best practice" combined with the principles and practices of Team-Teach and the Department for Education 'Use of Reasonable Force' guidance July 2013.

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

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

Aim

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

Objectives

The objectives of the policy are to:-

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

Philosophy

In seeking to achieve these objectives the school recognises the importance of a commitment to promoting the spiritual, cultural, moral, academic, social and emotional development of the pupils in an atmosphere of mutual trust and respect. School is committed to supporting the young people to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being (Every Child Matters 2003).

The philosophy and ethos of the school reflects respect for all pupils irrespective of their age, sex, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect of all, for property and for honesty, trust and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other pupils impinge upon this process, they need to be made aware that sanctions will be imposed. Within such an

environment the school aims to ensure the growth of each pupil's self-respect and self-discipline.

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

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

Roles and Responsibilities

At Monton Green we believe that all members of the school community, staff, governors, parents and children have certain roles and responsibilities in *securing these rights for everyone*.

Role of Headteacher

- To monitor that all school policies regarding behaviour, bullying and safety are applied consistently.
- To liaise with parents whose children may be experiencing behavioural difficulties and formally meet with them to agree a plan of action.
- To implement Salford LA's exclusion policy, where appropriate, in consultation with the Governing Body.
- To support staff with behaviour issues.
- To seek out other agencies that may be able to support children who are experiencing difficulties with their behaviour.

Role of Assistant Headteacher with responsibility for Pupil Welfare and Inclusion

- To monitor the recording of incidents and look for any patterns of behaviour.
- To help support staff with children's behaviour.
- To monitor that all school policies regarding behaviour and bullying are applied consistently.
- To liaise with other agencies that are supporting children who are experiencing difficulties with their behaviour.

Role of Staff

The role of staff is to ensure that:

- They promote children's safety by following the school's policy on Health and Safety.
- They provide a safe, ordered and stimulating environment for children to work and play in.
- **Provide a safe learning environment – in line with the school's Environment Audit**
- Proactively manage children, the environment and additional adults to prevent unwanted behaviour through:
 - Use of non verbal cues –teacher's position in classroom, teacher's use of non verbal communication; eye contact, facial expression, gesture
 - Use of the silent signal
 - Non confrontational language

- Use of specific instructions – relative to task/situation
- Language of choice to redirect to task
- Use of proximity praise
- Deploy additional adults effectively
- They apply rewards for good behaviour consistently and if pre-emptive strategies still result in unwanted behaviour, they apply sanctions in line with the agreed hierarchy of consequences:
- They investigate **all** behaviour incidents, listen to all parties involved and help to resolve the incident.
- They help children who are experiencing problems with their behaviour in a supportive manner.
- They keep parents informed of good work and behaviour and will work in partnership with parents of children who are experiencing problems.
- They closely monitor and keep accurate records of incidents.
- They inform the Head teacher and/or the Assistant Head teacher for Pupil Welfare and Inclusion of any concerns about a child's behaviour.

Role of Children

- To ensure they follow the school's GOLDEN RULES.
- To inform staff of any incidents of inappropriate behaviour.
- To work in partnership with teachers and parents to improve their behaviour if they are experiencing difficulties.
- To help to address school wide issues by taking part in their class and school councils.

Role of Parents

- To work in partnership with school and support school's Home School Agreement.
- To inform school if they are concerned about any issues including behaviour and bullying.

Role of Governors

- To agree, monitor and regularly review school policies regarding behaviour and anti - bullying.
- To be informed of exclusions and respond to appeals.

Strategies used to promote positive behaviour

At Monton Green we will to promote positive behaviour by:

- Having School Rules – The Golden Rules – which are displayed throughout school, understood and adhered to by all pupils.
- Having a consistent approach and clear guidance on the roles and responsibilities of different members of the school community
- Being specific in terms of our expectations – making sure they are matched to children’s needs in terms of their age and any disability.
- Using appropriate communication systems.
- Anticipating and avoiding potential triggers

The Golden Rules

At Monton Green we believe that in order to establish a positive and pleasant learning environment all members of the school need to agree to and abide by a code of conduct;

The Golden Rules:

- | | | |
|---|------------------------|--|
| • | Do be gentle | Do not hurt anybody |
| • | Do be kind and helpful | Do not hurt people’s feelings |
| • | Do work hard | Do not waste your own or other p |
| • | Do look after property | Do not waste or damage things |
| • | | D |
| • | o listen to people | Do not interrupt |
| • | | Do be honest |
| • | | Do not cover up the truth |
| • | | Do keep the school/
playground safety rules |

Rewards and Praise

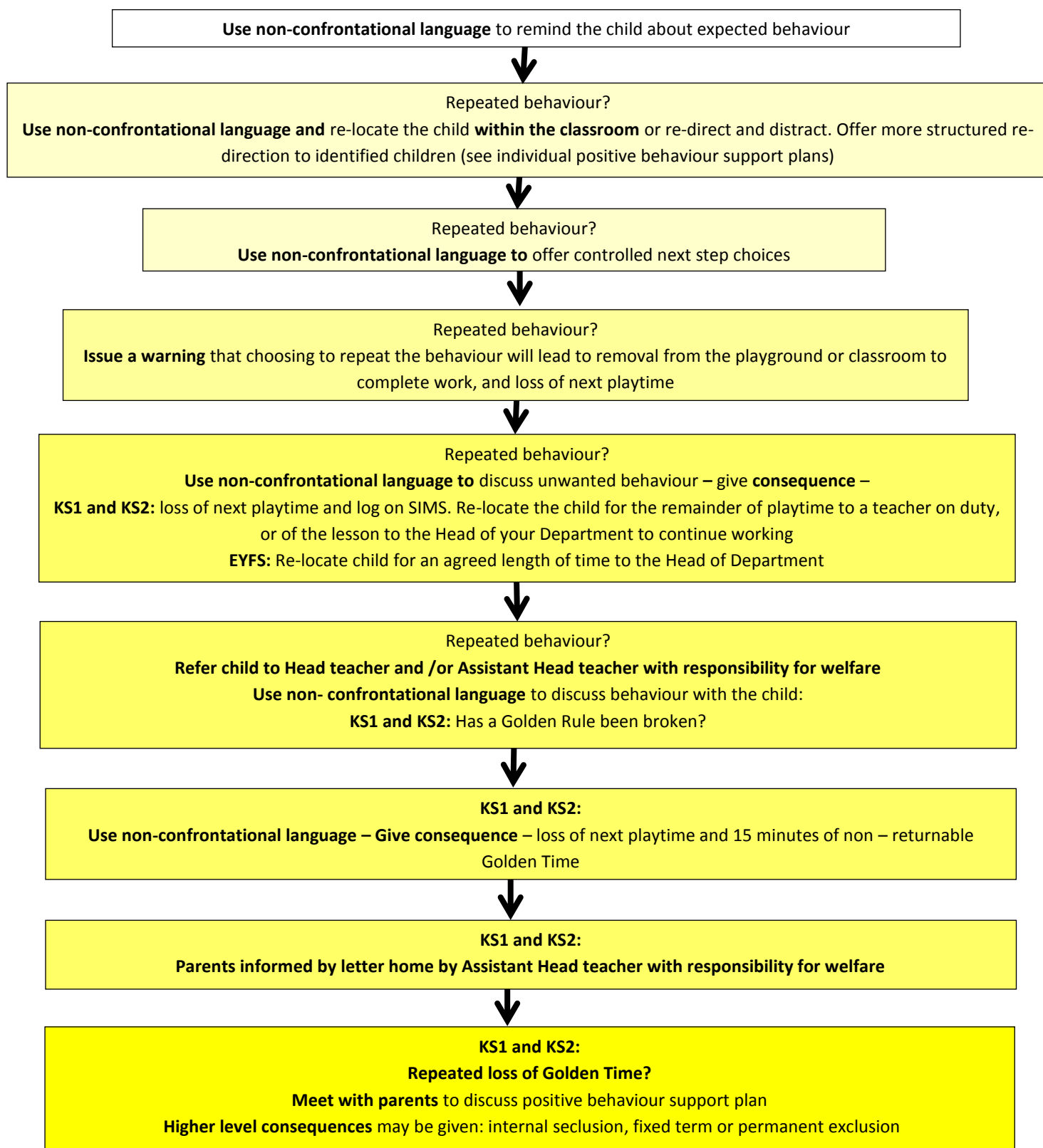
Rewards and praise may be communicated in a number of ways such as:-

- ✓ Social Rewards – Smiles, verbal praise, positive comments in children’s workbooks and showing work to other teachers or Head teacher
- ✓ Activity Rewards – long playtime and Golden Time
- ✓ Responsibility rewards – e.g. register monitors
- ✓ Token Rewards – Stickers and Merit Certificate System
- ✓ Achievement Assembly
- ✓ Information sent home to parents.

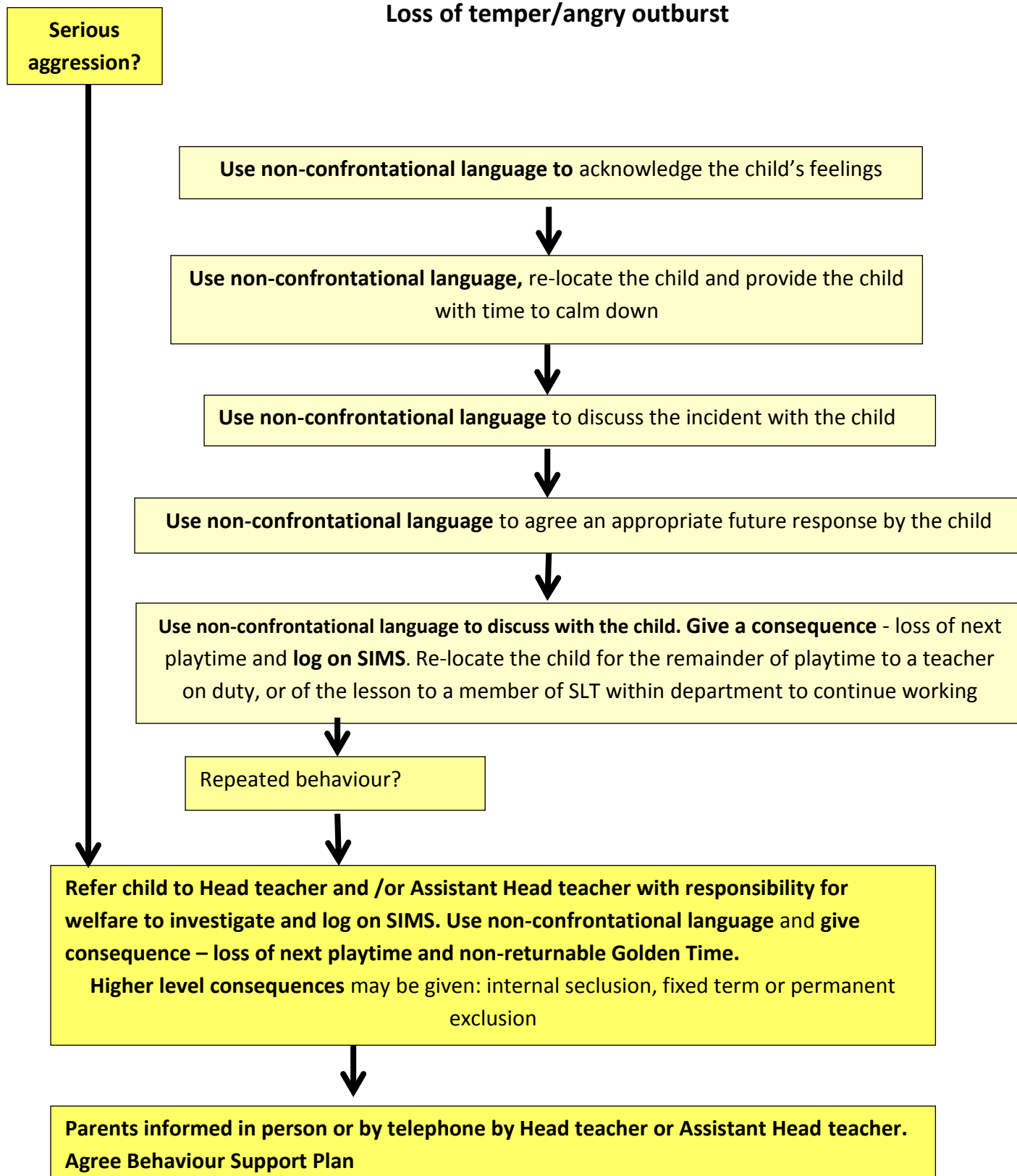
Sanctions

At Monton Green we believe in applying sanctions consistently. Our sanctions are incremental depending on the seriousness of the behaviour. We encourage children to make the right choices about their behaviour. However, if they choose to ignore our Golden Rules, the consequences are clearly laid out (see below).

Low – level classroom or playground disruption



Loss of temper/angry outburst



Class and School Council

We want children to have a say in what their school is like and a forum to raise any issues they may have. Each week children take part in a class meeting called The Class Council.

Each class elects a Chair-Person and Secretary and their job is to organise and run the weekly meeting and keep a record of discussions and decisions. The children and their teacher agree the agenda for the meeting and anyone in class can suggest an agenda item.

Our School Council works in a very similar way and is a forum for representatives from each class to meet together with the Head or senior teacher to discuss and resolve school wide issues. The children elect the Chair, Secretary and Treasurer of the School Council at the start of each school year.

Further Approaches to behaviour management

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring.

The restrictive physical management of pupils should only be used in **extreme** situations – a last resort rather than a first response.

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation.

Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour where appropriate.

Behaviour improves best where there is a shared agreement between pupils, parents, the local children's services and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development.

When a pupil is regularly displaying behaviours which are inappropriate or challenging and which require strategies which are above and beyond those which are part of everyday classroom management and organisation, the pupil will need a **Behaviour Support Plan**. It is expected that such behaviour will fall into one or more of the following categories:-

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for others.
- High frequency of unsafe behaviours.
- Refusal to work / disruptive behaviour, but not a danger to others or self.

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

BSPs contain information about **proactive strategies** which are those strategies used within class as part of the daily routine and organisation, such as:-

- Talking to a pupil in a calm and controlled manner, using his name first and a brief instruction.
- 'First....then.....' (using symbols).
- Having favoured choice activities available in class.
- If a pupil appears upset, talking calmly to him, repeating what is happening now and what he will be able to do next.
- Having a member of staff assigned to the pupil.
- Organisation of the classroom, e.g. distracting toys not accessible, positioning of pupils in class.
- Advance warning of change of activity, e.g. count down; use of timer / music.
- Staff modelling appropriate behaviour.
- Praise for appropriate behaviour.
- Use of pupil's strengths and interests.
- Any person who comes into contact with a pupil, e.g. supply staff, is informed of what can happen and what strategies are in place to de-escalate situations to may occur.

Active Strategies are those which are used when a pupil is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:-

- Be aware of any warning signs that inappropriate behaviour may occur.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for pupils to stop.
- Remind pupils about rules and likely outcomes.
- Set clear enforcement limits.
- Catch pupils being good and praise.
- Calmly and quietly repeat instructions.
- 'First....then....' (using symbols) – first do required activity, and then receive favoured activity as reward.
- Remove pupil away from trigger and remove trigger.
- Remove an audience or take vulnerable pupils to a safer place.
- Use safe defensive measures, guiding the pupil away if he is trying to make physical contact.
- Ensure that colleagues know what is happening, and get help.

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry, there is no point in getting into an argument. Telling people to calm down can actually cause more anxiety. Pointing out what the pupil has done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

Reactive Interventions are the strategies that will be used if a pupil's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe.
- Move furniture.
- Remove objects that can be used as weapons.
- Guide assertively – hold or restrain if absolutely necessary.
- Change member of staff as needed.
- Planned ignoring.
- In a firm tone, repeat instructions.
- Inform pupils of consequences of his actions.
- Remove pupils to a safe area.
- Offer choices.
- Allow pupil time and space to:-
 - Process information and respond
 - Physically recover
 - Talk about the incident

The physical interventions that may be used with an individual pupil are listed within the Behaviour Support Plan.

Behaviour Support Plans are discussed with parents / carers, at Parents' Evening and Annual Review meetings, and some strategies may require parental support, e.g. pupil being told that his/her parents will be called to take him/ her home once his/her behaviour reaches an agreed level. Where a pupil's behaviour is considered to be unduly disruptive to others or causing distress to the pupil themselves, regular withdrawal or time out may be negotiated.

The Use of a Time Out Zone

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

School Exclusions

The next level of intervention in terms of severity of behaviour would be a fixed term **or permanent exclusion**. A pupil may be temporarily excluded from school:

- As a result of a single incident of such severity that a 'breathing space' is required.
- As a result of continued unacceptable behaviour which has not proved amenable to in-school interventions, and which is preventing other pupils from accessing the curriculum within school.

The Headteacher will follow the LA's set procedures in any instance of exclusion. The governors will be kept fully informed of any temporary exclusions and any move to permanently exclude will be as a result of a decision taken by the governing body.

Risk Assessments

Any pupil that requires a Behaviour Support Plan must also have a risk assessment which considers the identification of any activities or environments that are associated with risk, establish the likelihood of risk for an individual pupil or pupils, estimate the consequences of a negative outcome and take steps to avoid unreasonable risk. Risk assessment should contain all relevant information and be regularly reviewed. In order to preserve the dignity and promote positive community presence of pupils, staff must act to ensure that all reasonable measures are in place to reduce the risk of pupils displaying challenging behaviour in public settings. Staff must carry identification with them when supporting children in community settings and be prepared to explain, or otherwise communicate, the necessity of their actions.

The Restrictive Physical Management of pupils

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

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

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

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

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

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

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

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

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

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

Increase in Level of Intrusion ↓	<u>1 Person Standing / Walking</u> Friendly Hold Single Elbow Figure of Four Wrap Double Elbow		Associated increase in Level of Risk ↓
	<u>2 Person Standing / Walking</u> Friendly Hold Single Elbow Figure of Four Double Elbow	<u>1 Person to Chairs</u> Friendly Hold Single Elbow Figure of Four Wrap Double Elbow	
	<u>2 Person to Chairs</u> Friendly Hold Single Elbow Figure of Four Double Elbow		

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

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

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

It is essential that the use of restrictive physical intervention is not seen as an easy option. Every effort must be made to look for effective ways of working with pupils which do not involve using them. Pupils' Behaviour Support Plans should set out clear strategies which should be followed:

- The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions for example to stop hitting another

pupil or damaging property, or not leaving the room when repeatedly asked to do so and if there is a risk of injury to the pupil.

- In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so.
- In most cases, force will not be justified in order to obtain compliance because other strategies will work or the issue is not serious enough to demand it.
- In summary, any restrictive physical intervention needs to be reasonable, necessary and proportionate

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

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

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

School, in line with the requirements laid out in Salford's Safeguarding Children's Board's Policy on 'Managing Challenging Behaviour', also provides an annual report which summarises the use of restrictive practices and which outlines the training strategy, techniques used and reasons why. This report will be published on the school's website annually and will be presented to governors at least once a year to allow them to review the incidences of restrictive practices, agree further training strategies for school staff, plans for reduction of restrictive practices, and to monitor progress made.

Restrictive Physical Intervention

Good 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 behaviour management strategies practised by staff. This ensures 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 force may be required. Working within the philosophy of “Every Child Matters” with a particular focus in relation to the strands of ‘staying safe’ and enjoying and achieving’, this policy describes the acceptable physical interaction between staff and pupils on a daily basis.

Based on the principle of moving from least intrusive to more restrictive holding, interaction can be divided into three definable areas.

Physical contact

In school, physical interaction occurs frequently in a number of situations. Examples of this may be when a pupil is distressed, when supporting pupils to access the curriculum, or to assist with the personal care of pupils. In addition, staff will also use positive touch to comfort pupils and as part of PSHE curriculum in order to teach them more appropriate ways of seeking attention. Where possible, staff will use ‘help hugs’ and the ‘friendly hold’.

Physical Intervention

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 with little or no force. The techniques implemented here will include ‘turn, gather, guide’ and the ‘friendly’ or ‘small child hold’. The important factor within these situations is the compliance of the pupil.

Restrictive Physical Intervention

The ‘Use of Reasonable Force – Guidance Advice for Headteachers, staff and Governing Bodies (DfE July 2013), stipulates that schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil 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 outburst.

This guidance states that all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Central to this policy is the understanding that any restrictive physical intervention used by staff must be in accord with the idea of “reasonable force” and used only as a last resort

once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. 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. Restrictive physical intervention is not an isolated technique and needs to be set in the context of classroom organisation and behaviour management strategies. Other methods can be used in 95% of situations and there will be no need for restrictive physical intervention.

Individual members of staff cannot be required or directed to use restrictive physical intervention, but all teaching and non-teaching staff have a 'duty of care' towards the pupils, so the failure to intervene in the above circumstances could be viewed as negligence.

The use of restrictive physical intervention can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for restrictive physical intervention. In most situations, only those members of staff who are Team Teach trained will carry out restrictive physical interventions, unless there is no trained staff available and immediate intervention is required due to a recognised risk to the pupil, their peers or a member of staff.

Emergency Interventions

Emergency interventions will involve staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a child running onto a road.

Planned Intervention

Planned intervention involves staff employing, where necessary, one of a combination of the strategies mentioned above as an agreed response to an identified behaviour. This will be documented in the pupil's Behaviour Support Plan and will be reviewed regularly. The Behaviour Support Plan will be discussed with parents / carers and they will be asked to sign the Behaviour Support Plan if they are in agreement. The Behaviour Support Plan will list the accepted escorts or holds to be used in addition to the proactive, active and reactive interventions that may be used at first to defuse or de-escalate the situation.

Help Protocols

The expectation at school is that staff should support one another. This means that staff offer help and accept it, as needed. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Help scripts are in place so that there is no confusion when help is offered and accepted.

Offer: "Help is available"

Response: "You can help by"

Offer: "More help is available!"

Response: "What do you suggest?"

Staff Training/Authorisation of Staff

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

Staff will be authorised to use restrictive physical interventions when they have been fully trained and have valid certification in the Team Teach approach. The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained and authorised. The list is reviewed on an annual basis (or more frequently if the context requires it).

Authorisation is not given to volunteers, students or parents. Supply staff will not appear on the list of authorised persons unless they can offer valid certification in the Team Teach approach and are familiar with the school's policy. Support services will have their own policies for handling pupils, but they need to be aware of school policy and practice while working within school.

Training in the use of restrictive physical interventions will be made available for all staff as part of an on-going programme of Team Teach training. This training will include sections on the current legal framework, background, theory and rationale behind the Team Teach approach, as well as an understanding of personal space, body language and personal safety, before any physical techniques are taught. Refresher training will be provided for staff as needed (at least every 2 years).

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

Post Physical Intervention Procedures

As soon as is reasonably possible after an incident, staff need to fill out a "Record of Use of Restrictive Physical Interventions" (see appendix) and the bound and numbered book, (normally prior to leaving school for the day but definitely within 24 hrs). The form should be

signed by all the staff involved and passed on to the Deputy or Headteacher, who will complete the monitoring form attached to the restrictive physical intervention record. A named Governor will also support this process by undertaking regular audits of incidents and feeding back findings to the Headteacher and Governing Body.

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

- The names of the staff and the pupil involved
- The reason for using the specific type of restrictive practice (rather than an alternative less restrictive strategy)
- The type of intervention employed
- The date and the duration of the intervention
- Whether the pupil or a member of staff experienced injury or distress, and if they did, what action was taken
- The outcome of the debrief session

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

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

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

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

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

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.

Note

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

External Support for Dealing with Unacceptable Behaviour

In order to support children whose behaviour is unacceptable, we will work with parents and other professionals.

Additional support is available from:

- Alderbrook Primary Partnership Centre (PRU)
- CAMHS
- Educational Psychologist
- Brief Intervention Team
- Children's Services via a referral to the South Locality Team e.g. Parenting Support/Training/ Family Support Worker

The school will consult with parents, in deciding which services are needed and we will consider completing a CAF referral (with parental agreement) when support from a number of services is required. See also CAF Policy.

Resources to support teachers, parents and children

We use the following resources:

- Social and Emotional Aspects of Learning (SEAL) Programme
- School Staff are trained to deliver the Positive Parenting Programme (Triple P) and tip sheets and videos are available from school

Staff Training

The Assistant Headteacher for Pupil Welfare will provide induction for new staff to support them in implementing this policy. The whole staff team will revisit this policy annually as part of their team agenda.

Evaluating the Effectiveness of this Policy

Termly monitoring of the number and type of recorded incidents by The AHT for Pupil Welfare enables the school to monitor the effectiveness of the policy.

Similarly, the Headteacher reports termly to the Governing Body on the number of bullying and prejudice related incidents as well as the numbers of fixed term/permanent exclusions. The Governing Body's School Effectiveness Committee is responsible for the annual review and ratification of this policy. Incidents of bullying are recorded on a child's school record.

How Will This Policy be Shared with Families?

This policy is distributed to new parents when they join the school along with the Home School Agreement.

The policy is published on the school website and is available in hard copy via the school office.

Evaluation

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