



# St Anne's School and Sixth Form College

## De-escalation Policy

This statement was reviewed January 2018

### 1. INTRODUCTION

This policy should be read in conjunction with the Safeguarding Policy, Health Care Policy, Online Safety Policy and Wellbeing Policy. Guidance has been taken from the Team Teach Workbook v2018 and Reducing the Need for Restraint and Restrictive Intervention (Department of Health; January 2018).

At St. Anne's we set high standards for behaviour. We encourage pupils and students to communicate with each other, to be polite, to share with others, to respect property and work hard in lessons. We discourage inappropriate behaviours such as the disruption of activities, fighting, aggression, bullying, violence, swearing, and damaging property. From time to time many pupils and students within St Anne's school may experience difficulties in managing their behaviour e.g. aggression, uncooperative behaviour. These may include confusion of what is expected of them, lack of understanding, inability to express themselves, being physically unwell or emotional difficulties.

The meaning behind the behaviour may not always be apparent; however it is important to note that for the pupil or student their behaviour has meaning. Behaviours are as a result of communication difficulties.

All staff, at all times, endeavour to work with pupils and students in a positive manner and will follow the principles outlined in the culture of the school.

### 2. FUNDAMENTAL PRINCIPLES

The **Team Teach** Approach has been adopted by the school and residence and these principles are followed in terms of managing behaviour settings and with regard to physical intervention. The overarching ethos is one of implementing pro-active strategies whilst having reactive strategies in place should the situation require it.

Some general principles should be followed in positively handling behaviour.

#### 1. Environment Management

Within the classroom or residence, staff can deploy a number of strategies to encourage pupils to remain on task and to behave well.

**Consideration should be made of the following :-**

- Setting out furniture so the learner is sat in the least distracting area.

- Reducing environmental factors that may trigger behaviours e.g. specific items of equipment.
- Positioning staff to encourage learners to remain seated to continue to be engaged in tasks.
- The mix of pupils or students for specific activities.
- Fast paced activities to maintain interest.
- Demonstrating and modelling appropriate behaviours.

## 2. Positive Rewards

Rewarding a pupil or student for a piece of work, trying hard or behaving well can be very effective. All staff should ensure that efforts are acknowledged and rewarded regularly.

- It is important to consider the rewards used (different pupils obviously enjoy different things) and to structure rewards so that the pupil or student knows what it is they are being rewarded for.
- Examples of rewards include: social praise, giving positive attention, tokens, stickers, certificates, music, toys, special food (e.g. sweets).
- Promised rewards can be withdrawn if a learner behaves inappropriately, however, rewards once given should not be taken away. Staff should ensure that any removal of rewards is related to the level of understanding.

## 3. Ignoring Inappropriate Behaviour

In some instances it may be effective to ignore certain behaviours if it is felt the learner is exhibiting them to gain attention.

- When ignoring behaviour it is important to be aware that **you are not ignoring the learner but the behaviour.**
- Although ignoring can be an effective short term strategy in the long term, it is important to teach the learner to gain attention using appropriate strategies.

## 4. De-escalation Techniques

If a pupil or student becomes upset or aggressive it is imperative to try and diffuse the situation rather than adopt a confrontational approach. There are a variety of de-escalation techniques that can be effective, these are in line with the ethos of Team Teach:-

- Preferred Choice
- Redirection
- Reassurance
- Calm Talking
- Planned Ignoring
- Humour
- Give Time/ Space
- Step away
- Negotiation
- Change of Staff
- Distraction
- Options Offered
- Safe Area
- Calm Stance
- Rule Reminder

## 5. Sanctions

For some pupils or students it may be appropriate to use sanctions, however these must always be relevant to their level of understanding. If sanctions are employed these should form part of

the De-escalation Plan (DeP). Once a sanction is given, this must be recorded, linked to a DeP report and authorised by a member of the SLT.

Examples of sanctions are:

- Being denied participation on a school day trip or extra-curricular activity.
- Being denied access to a curriculum area, though swimming should not be used as a sanction. A pupil should only be excluded from a curriculum activity due to documented risk factors e.g. if a pupil's behaviour is a risk to themselves or others. The Head Teacher, Assistant Head or Child Care Manager should approve such an action.
- Pupils or students **must never** be refused food and drink as a sanction.

### **Prohibited sanctions**

No unreasonable, idiosyncratic or excessive sanctions should be used by staff or others at St. Anne's; including any sanction intended to cause pain, anxiety or humiliation, nor should any of the following be used as punishments. Those listed below are all classified as physical or emotional abuse to the pupil in accordance with safeguarding definitions of child or adult at risk abuse.

- Corporal punishment.
- Any form of hitting a child ( including hitting a child in anger or retaliation )
- Deprivation of access to food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or help line.
- Requirements to wear distinctive clothing or the wearing of nightclothes by day.
- Use or withholding of medical or dental treatment.
- Intentional deprivation of sleep.
- Use of fines, other than by way of reparation and not exceeding two thirds of the child's immediate available pocket money.
- Locking in a room or area of the building.
- Intimate physical examination of the child.
- Withholding of any aids or equipment needed by the child
- Any action which affects the personal hygiene of the pupil.

It is important that any sanction issued by the school is not carried over from home, into the residence and vice versa. A clean slate approach will be adopted when the pupil or student arrives in school or residence following a sanction being carried out.

## **3. DE-ESCALATION PLANS**

Each young person will be assessed for a De-escalation Plan (DeP).

In following the general principles listed in section two of this policy, **most** behaviour within the school and residence can be effectively managed.

All information relating to incidents must be recorded as soon as possible onto School Pod.

Any specific issues of concern regarding behaviour should be passed onto parents via a letter or phone call. The home-school diary should **not** be used to communicate any behaviour issues.

There will however be some pupils or students in the school who for a variety of reasons do not respond simply to general principles and require a planned approach to managing their behaviour.

For pupils and students whose behaviour is a risk to themselves or others, or whose behaviour severely affects their access to the curriculum, a De-escalation Plan 3 should be written.

### **De-escalation Plan 3 (DeP)**

#### **Outline of School and Residence procedures**

- It is the responsibility of all staff to relay concerns of an individual's behaviour within the school or residence, or to relay parental concerns re: behaviour at home.
- In the first instance the class teacher or link worker is to keep a baseline record of the behaviour.
- Teachers/link workers should try out different strategies (as outlined in policy/guidelines) of managing the behaviour in the classroom/residence and evaluate their success.
- A DeP3 should be written in collaboration with the class teacher, Assistant Head Teacher, Education Psychologist, the Child Care Manager (if accessing residence) and with the input of the parent or carer.
- There should be regular review meetings between class teacher and link worker to discuss DeP's in both school and residence setting. Any recording of behaviour should be done both in school and residence.
- Information on DeP's is to be given to all staff via department, whole school meetings, residence meetings and lunchtime staff meetings.
- Each class will have a risk assessment folder that will include DeP's. The residence and will also hold copies of DeP's for those young people having overnight stays.
- DeP's should be reviewed each term by the class teacher and link worker (if relevant) and checked by the Senior Leadership Team.
- The Head Teacher, Child Care Manager or Assistant Head Teacher should be involved in any inter-disciplinary / parental meetings.
- If the behaviour persists and the prescribed strategies do not appear to be effective then interim meetings will be arranged involving all the parties concerned.
- Outside agencies e.g. Psychology service, Children's Learning Disability Team will be consulted for advice and support in planning or reviewing a DeP, either at request of St. Anne's staff or parents.

#### **4. PHYSICAL CONTACT / INTERVENTION**

**The TEAM TEACH approach is followed by the school and residence. Any physical intervention should be reasonable and proportionate to the pupil or student. Physical intervention will only be implemented if it is RESONABLE, PROPORTIONATE AND NECESSARY.**

Physical intervention may sometimes be required for one off incidences.

- a. If a pupil or student is injuring themselves
- b. If a pupil or student is injuring others (staff and pupils)
- c. If a pupil or student is damaging property or equipment.
- d. If a pupil or student is severely disrupting the education of his/her peers.

However it should only be used if all other strategies have been tried and have not been effective.

The following principles must be adhered to.

- The pupil or student should be informed that physical intervention is to be used when it becomes necessary.

- Minimum force for the shortest amount of time.
- As soon as it is safe, the restraint should be gradually relaxed to allow the pupil or student to regain self-control.
- Afterwards, the pupil or student should be counselled on why it was necessary to restrain. It is important that this is at the level of understanding of the pupil or student involved..
- Physical intervention should be an act of care and control, not punishment, and always in the best interest of the young person for their wellbeing.
- Every effort should be made to secure the presence of other staff before undertaking physical intervention. These staff can act as assistants and witnesses. A radio network system is in operation across the staff team in residence to use to call for assistance.
- The circumstances and justification for using physical intervention must be recorded as soon as possible following the incident. All incidents of physical intervention should be recorded on School Pod within 24 hours of the incident.

All staff will receive training on **TEAM TEACH** techniques and regular updates are provided.

**1: The following techniques are demonstrated and practised by staff:-**

- A calm approach
- Diffusion and de-escalation strategies
- Caring C guiding
- Shepherding – single or double, using minimal physical contact
- Escorting – by two persons, using minimal physical contact

**The following 3 Team Teach approved techniques are classed as physical intervention / restraint**

- Two person single elbow
- Double elbow (1 person or 2 person)
- Half Shield

**In addition, the following methods of restraints may be used:**

- Medication (chemical restraint) – this refers to the use of prescribed medication (by CAMHS) for the purpose of quickly controlling or subduing disturbed / violent behaviour. A care plan accompanies the medication and is only to be administered by allocated staff members. The administration / frequency of use are closely monitored by the prescriber.
- Withdrawal / Seclusion – see section 5.
- Long-term segregation – this would only be implemented through multi agency working following continued serious harm to others; therefore deeming to be in the best interest of the pupil/student from not mixing freely with other pupils/students. The period of time for this use would be closely monitored by the headteacher.

If physical intervention is required to manage behaviour a DeP will always be written in consultation with the relevant parties involved.

All incidents are recorded on School Pod. Parents are informed by letter/ telephone by the class teacher or a member of the Senior Leadership Team when physical intervention / restraint was necessary.

DeP's are regularly reviewed with the overall aim of reducing the necessity for physical intervention.

The following forms are used to plan, assess, record and evaluate behaviour.

- DeP 1 Results and Planning. (DeP-RP)
- DeP 2 Criteria and Management (DeP-CM)
- DeP 3 Triggers and Strategies (DeP-TS)

## 5: WITHDRAWAL / SECLUSION

In an emergency situation – ie where there is an immediate risk of a pupil/student injuring themselves or any other person, damaging property or otherwise behaving in a manner which is seriously prejudicial to good order – it is permitted to place the disruptive pupil/student in an area away from other pupils/students for a limited period of time. This includes being placed outside the classroom into the open spaces adjacent to school buildings or into their bedroom area (an area they consider 'safe') This will be considered as a physical intervention and must be seen as a measure which is necessary in order to maintain the school's duty of care and prevent the risk of harm. Such action must never be used as a punishment or as a response to staffing shortages

The purpose of such action is primarily to prevent injury and/or damage to property. It must be done as a matter of last resort in cases of genuine emergency where there is a clear and immediate risk of harm or damage if it is not done. Use of this kind of intervention in any other circumstances may be considered unlawful, but not intervening effectively in such situations could itself constitute a breach of the duty of care.

The staff concerned must act reasonably and proportionately in pursuing such action and must ensure that the school's responsibility for the health, safety and welfare of the pupil/student so removed is not compromised as a consequence of the action.

At all times, any pupil/student placed outside the classroom must remain under observation by the responsible staff and should be re-admitted to the classroom as soon as the staff deem the immediate risk of harm and/or damage has passed.

All instances of this nature must be recorded on school pod and the incident will then be reviewed to ensure that the action taken was compliant with the terms of this policy.

Some pupils / students with ASD may choose to take themselves to a 'safe place' away from others – this is their preferred choice and does not warrant an incident log unless there has been an incident prior.

N.B for young people over 16, without mental capacity, use of seclusion which amounts to Deprivation of Liberty must be authorised under the Mental Capacity Act 2005.

## 6: ABSCONDING

As far as possible, security measures have been put in place to prevent a pupil or student running out of the school grounds e.g. staff supervision, individualised risk assessments, secure entrance to school and residence and perimeter fencing which is checked daily by the caretaker.

However, if a pupil or student does abscond the following measures must be taken:-

- 1) Immediately notify senior and other staff.
  - 2) Senior member to staff to allocate roles regarding searching for pupil.
  - 3) Police to be notified.
  - 4) Parents to be informed.
- If a pupil or student has attempted at any time to run off, this will be recorded in their individual risk assessment and DeP with planned strategies put in place.
  - A post incident meeting will be held to discuss further measures required to prevent a re-occurrence.
  - Ofsted will be notified of any serious incident of a pupil running off e.g. they had left the school grounds, known as 'Absence With-out Authority'.

## 7. INVOLVEMENT OF POLICE

Incidents of violence/aggression are managed by school staff and the school's Safeguarding Policy includes guidelines on police involvement.

The police should also be contacted if it is felt that any pupil, staff or visitor to the school is at risk from immediate and serious harm, or unlawful activity and it is felt their attendance would aid the situation.

Circumstances where the police should be called may include a pupil absconding from the site or the presence of an intruder who has no good reason to be on site, and whose presence causes concern to pupils, staff or visitors. It would usually be the responsibility of the senior member of staff on duty to decide whether the police are called.

The school will maintain good relations with neighbourhood police officers who are familiar with the additional needs of the young people attending the school, the geography of the school and its grounds thus appreciating the measured response they will give to incidents.

## 8. POST INCIDENT LEARNING STRATEGIES (PILS)

Where possible pupils (and staff) should be offered a de brief / time to talk through the incident. It is recognised that for many of our pupils at St. Anne's this may be difficult. Options for these sessions include using the mobile app loaded onto iPads, emotion cushions, talking mats or symbols / questionnaire. The results of this session should be recorded on the school pod incident log to acknowledge the response, and to try and alleviate repetitive behaviour.

## 9: MONITORING

The school uses the School Pod MIS system, with integrated Behaviour Watch. Incidents, accidents and safeguarding are now all recorded and stored online. Staff have a 3 point access code including username, password and pin code. All amendments are recorded electronically and have a full chronology.

The new forms introduced in 2015 are now in an electronic version which improves data protection and efficiency of completion. Kay O'Neill and Debbie Johnson are responsible for training of new staff and creating usernames/passwords.

Forms are checked off daily / weekly by Team Teach trainers and members of the SLT. This ensures effective use of recording by staff and considers the wellbeing of all young people involved in incidents.

Data and trends are presented to governors through the Safeguarding and Wellbeing, and Health and Safety committee meetings.

## 10: REVIEW

This policy will be reviewed annually, or as required. This includes any updates and recommendations made by **TEAM TEACH**