

## MILLWOOD SCHOOL, BURY

POLICY: BEHAVIOUR MANAGEMENT AND SUPPORT

DATE: NOVEMBER 2018 (updated JANUARY 2019)

DATE ADOPTED BY GOVERNING BODY: .....

**At Millwood we value the voice of the child and use a range of strategies to help us both hear and respond to the needs and wishes of the pupils.** We also ensure that parents/carers of pupils are involved in the writing of Individual Care Plans, Individual Education Plans and Individual Behaviour Plans. We also work as a staff team to ensure the consistent implementation of these plans. After major incidents it is important that all parties are included in the follow up discussions and planning. However we acknowledge that it is the right of all parties to make a complaint about actions taken. If necessary they should follow the complaints procedure.

- At Millwood School we treat all members of our school with respect, dignity, courtesy and professionalism. The purpose of this policy is to set out how we ensure all pupils are physically enabled to access an appropriate curriculum and become a member of the school community. We aim to support all our children through positive behaviour management strategies.
- The policy is updated annually or when legislation changes. Currently the lead for behaviour support is the assistant headteacher **Jill Tierney** and the lead for Team Teach training in school is **Terri Wild HLTA**. Terri Wild also leads Team Teach training courses across the Bury authority.
- The lead governor for behaviour management and support is **Clr Tony Cummings**.
- Currently Millwood have FIVE qualified Team Teach trainers;
  - ✚ Terri Wild – Advanced trainer - (HLTA)
  - ✚ Jill Tierney – Advanced trainer - (Assistant headteacher)
  - ✚ Zoe Toone – Intermediate trainer - (HLTA)
  - ✚ Catherine Jackson - Intermediate trainer - teacher
  - ✚ Sarah Manning - Intermediate trainer - TA
- All pupils attending Millwood have additional needs and need a range of support strategies to enable them to access and achieve their teaching and learning. Some of these strategies involve physical support. The majority of all physical support is contingent touch, the physical contact necessary to guide and care for each other. This could include supporting a pupil to sit or stand, assisting with a pupil's personal care needs, such as changing a pad or teaching a pupil to brush their teeth or wash their face, sensory integration support such as pressure or massage. It could also include holding a pupil by the hand, linking arms with a pupil or guiding a pupil by the elbow when moving around school or on a school outing.

- All pupils needing planned, regular contingent touch will have this recorded in their All About Me Booklet, sensory integration diet, individual behaviour plan and where relevant in their Individual Education Plan. These documents are shared with parents and carers, who are invited to contribute to these documents.
- At Millwood staff aim to support children to manage their own behaviour, to teach them to understand when they are feeling anxious, worried or stressed, to teach them that they can ask for support, and to give them the skills and confidence to take themselves out of situations they find difficult.
- All children have the right to feel safe, valued, respected, receive quality teaching, reach their full potential and be happy. It is the responsibility of all staff to ensure this happens for all children regardless of race, religion, culture or sexual orientation.
- Staff have a responsibility to teach and model appropriate behaviour, to make good choices, to become successful communicators, to support children to be as independent as possible, to enjoy positive relationships and to prepare them for adulthood and life in the extended community.

#### **WHY DOES CHALLENGING BEHAVIOUR OCCUR?**

- All staff are taught that challenging behaviour is a way of communicating and that **experiences lead to feelings that lead to behaviours**. It is our aim to understand our children and support them in finding more appropriate ways to communicate their feelings. All children experience feelings that cause behaviour – for example a child with PMLD may be distressed because they are uncomfortable, in pain, need repositioning or be frustrated at being unable to communicate whereas a child with ASC may be frightened by the world around them, the visual and auditory clutter or they may be responding to a sensory need.
- Millwood School aims to provide a safe, nurturing environment that understands the individual needs of the child and puts the appropriate support in place to reduce the level of challenging behaviour and keep children safe, calm, comfortable, happy and engaged.

#### **STRATEGIES TO SUPPORT BEHAVIOUR**

- Behaviour management has to be a **whole school approach**. Parents and carers, other professionals all have to be on board working together and sharing information.
- **Good attendance, routines and structure** are all important in helping children to understand rules, boundaries and to continue to learn, mature and develop as individuals.
- **Communication** is key to the happiness and well-being of all children. To be understood is to be heard. Staff will always seek to find the most appropriate

communication system for children such as PECS, signing, on – body signing, AAC's, Eye Gaze etc. At Millwood we have a whole school approach to communication.

Strategies to support behaviour include:

- Praise and reward systems for positive, individual achievement and motivation to improve self- esteem and encourage positive attitudes to relationships and progress;
- Individual timetables where necessary;
- Sensory integration input;
- Use of time out and encouraging children to act upon their own “warning signs” and take themselves out of a situation they are finding challenging e.g. go into the safe space when they feel the need to withdraw;
- The use of scripts as outlined in Team Teach so that they are familiar and the children know they are supportive words and phrases. E.g. “I can see you are upset, I’m here to help, you talk and I will listen”;
- Time out in the group room, safe space or on the corridor with support;
- Change of class or group;
- Change of face – this has proved to be an enormous success over the years and allows children to move on instead of becoming emotionally stuck. It is a powerful strategy and one of the easiest to implement;
- Social stories to help children understand without getting confused or anxious;
- Staff to model behaviour and positive relationships;
- Staff valuing all children and adults equally regardless of race, religion, culture or sexual orientation;
- Physical interventions - where all other strategies have not worked for the least amount of time that keeps everybody safe, keeps property safe and restores good order as outlined in the DfE document **- Use of reasonable force – Advice for Headteachers, staff and governing bodies.**
- Seclusion – **The DfE document Behaviour and Discipline in Schools – January 2016** states that this can be only used in exceptional circumstances as the absolute last resort for the shortest amount of time possible. The health and safety of the child must be always be the main consideration when using seclusion as a behaviour management strategy. It must never be used as a punishment and the pupil must always be closely supervised. At Millwood we only use seclusion as an absolute last resort and to protect the safety of the children. Seclusion will only ever be used in an emergency.

## TEAM TEACH

- Team Teach is a behaviour management system accredited by ICM – The Institute of Conflict Management.
- As part of the Team Teach training, staff health checks are carried out. Any member of staff who is unable to participate actively in the training will be trained in the non-physical elements of the Team Teach approach and their training record will not authorise them to restrain but only assist authorised colleagues. Staff with health

issues are given an individual risk assessment and their roles may be adjusted on a permanent or temporary basis, e.g. when pregnant, on a phased return to work after illness or a permanent medical issue.

## TRAINING

- Some pupils attending Millwood School exhibit some challenging behaviours at times which require staff to use Team Teach behaviour management techniques. Millwood aim to provide Team Teach training to all staff where possible and the Team Teach ethos is embedded in the school community. The majority of these techniques do not involve any form of physical contact with the pupil. Staff are trained to understand why a behaviour may occur and to teach alternative behaviours.
- As part of their Team Teach training staff are taught that experiences lead to feelings which can lead to behaviours. This is a vital part of the process to help and support children before they reach crisis point.
- De-escalation of behaviour will always be the primary aim for staff, to find a way of decreasing anxiety, upset and discomfort. 95% of all behaviour management is de-escalation – staff will always look to find active strategies that address the problem e.g. let a child put ear defenders on, encourage communication, offer alternatives, use rewards and positive praise.
- However in some circumstances it is necessary for staff to use an appropriate level of force to control or restrain a pupil. This is always regarded as a last resort for the minimum amount of time and used only when there is no safer alternative as set out in **The DfE document Behaviour and Discipline in Schools – January 2016**
- **Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.**
- The underpinning principles of the use of force are that it should, wherever possible, be avoided whilst recognising that there are occasions when the use of force is appropriate. When force is necessary it must be used in ways that maintain the safety and dignity of all concerned. Use of physical restraint must be reasonable, proportionate and necessary. All Team Teach holds used must be carried out in a gradual and graded way.
- All staff when possible are Team Teach trained by fully accredited instructors from Millwood. They are trained on the 12 hour Team Teach course and receive a 6 hour refresher training course every two years. All training records are kept by the lead tutor recording the level the staff are trained to. Records will now be completed online using CPOMS. However if any injury occurs as a result of a behavioural incident the HS1 form must still be completed and submitted to the Local Authority.

- The two advanced tutors have to initially attend a 5 day training course. After that is completed they must re accredit on a 3 day course every 12 months. Intermediate tutors have to attend a 2 day course to reaccredit every 18 months.
- At Millwood School the headteacher has authorised all staff that have completed the 2 day (12 hour) Team Teach training to use the Team Teach holds and techniques with pupils in the circumstances outlined in the Education and Inspections Act 2006. Authorised staff will only use the holds and techniques specified in their training record. A copy of this record is held by the school lead on behaviour. Members of staff who have not received this training should not restrain a pupil but should assist a colleague as directed by trained staff, usually to provide help with fetching resources, removing other pupils from the area or by getting additional trained staff. Newly appointed members of staff will be trained as soon as possible and will have behaviour management awareness training as part of their induction to school.

## **PARENTS AND CARERS**

- At Millwood we recognise that parents and carers play a vital role in the promotion of appropriate and positive interactions in school and the importance of positive home/school liaison. Millwood expects parents and carers to:
  - inform school of any behavioural problems they experience at home so that we can support and work together;
  - inform school of any health issues or medication that may affect the child's behaviour;
  - inform the school of any trauma that may affect the child's performance or behaviour so that different strategies may be employed and school can offer support to the child and their family;
  - inform school of any sensory needs or environmental difficulties.

## **PHYSICAL INTERVENTIONS**

- All use of physical interventions must be planned and included in an individual behaviour/positive handling plan (**IBP**). Physical interventions may be used once in an emergency response to unforeseen events but must always be followed up by the writing/amendment of an individual behaviour/positive handling plan as the risk of the behaviour is then known and must be planned for. Any physical intervention must be reasonable, proportionate and necessary both to the behaviour of the pupil and the nature of the harm they might cause. The most useful holds that can be found on behaviour plans are single elbow hold and double elbow holds as they allow staff to remove children quickly, securely and safely from a situation.
- In order to ensure that the use of physical intervention is kept to a minimum all Millwood teachers and teaching assistants are Team Teach trained. The school environment is made as safe as possible; consideration is given to the use of space and the school and classroom environment. Staff are trained to use diversions, calm stances and postures, non-threatening facial expressions, careful use of words, scripts, low tone,

volume and pace in spoken communication, reassurance and prompts, effective guides and escorts and to use the **Team Teach help script**. In the majority of cases these de-escalation techniques will remove the need for physical control. However when this is unavoidable Team Teach holds and breakaway strategies will be used for the minimum time necessary for the safety of all staff and pupils.

- Pupils in crisis may need to have some time away from other people in order to regain control of themselves and ensure the safety of themselves and others. This is also considered to be a form of physical intervention and should only be used once in an emergency unless it is included in the pupils Individual Behaviour Plan (IBP). There are three levels of this type of physical intervention.
  - **SECLUSION** is defined as when a pupil is forced to spend time alone, against their will away from their peers but with careful supervision. This would never be planned and only used in an emergency when no other intervention has been successful and it is deemed to be the safest option at that time for the pupil and other pupils around. If a pupil has ever been put into seclusion it must immediately be reported to a member of the SMT and a Seclusion reporting form must be completed within 24 hours. (see separate **Seclusion Policy**). Seclusion will only ever be used as an emergency response for the shortest amount of time.
  - **TIME OUT** is a planned period when there is no reward or response to inappropriate behaviour. For example behaviour is ignored, or a child is given a place to sit away from the group. Some children require a change in environment and/or time alone in order to calm. The child will always be supervised by a member of staff. At Millwood we encourage children to ask/request time out if they are anxious or struggling to remain calm in a situation. This is the best option for the child and teaches them to manage their own feelings and behaviour.
  - **WITHDRAWAL** is defined as when a pupil is forced to spend time away from their peers but is accompanied by at least one member of staff. This is part of a planned approach and would be set out in that pupil's IBP. In most cases of withdrawal a pupil would go out of the classroom to a space (safe space or playground etc.) where they feel comfortable to spend time away from their peers. However it may also be when the other pupils in the class go to a new space leaving behind the withdrawn pupil with at least one adult.

## **RECORDING**

- The use of holds and physical interventions must be recorded and reported on the day of the occurrence to a member of the SMT, school lead on behaviour and parents/carers. All holds will be recorded on CPOMS.
- See **APPENDIX** for the types of recording required after incidences that require the use of physical interventions.

- All pupils who are known to have challenging behaviour will have an Individual Behaviour/ Positive Handling Plan. IBPs will include proactive, active and reactive strategies which are to be used with the pupil to deal with known behaviours. This would include specific de-escalation strategies that are likely to be effective with the named pupil and would include the Team Teach holds and breakaway strategies and planned physical interventions which would be used with this pupil if necessary. Where there is a situation when the behaviour is not anticipated staff would use emergency physical interventions. An IBP would then be either written or reviewed and the new behaviour and strategies addressed. All IBPs are written in consultation with the pupil's parents/carers and will be signed by all parties working with the pupil. Pupils with an IBP will be discussed at the weekly class team meeting and any changes in the behaviour will be recorded and given to the assistant headteacher. Copies of all IBPs are stored on the shared area in the Behaviour Management folder. All signed Individual Behaviour Plans must be displayed in class for all staff to refer to. They are to be reviewed regularly or when any changes occur.
- All incidents requiring a physical intervention will be recorded and reported. At Millwood School we have four levels of recording and reporting.

**Level 1** – all contingent touch to be recorded in the pupils individual care plan/All About Me booklet and where appropriate in the pupil's individual education plan. These documents are shared with parents and reviewed termly and updated at least once a year. There are no daily recording sheets for this type of physical intervention unless it is part of a teacher's own assessment procedures.

**Level 2** - where there is an IBP in place which includes the use of physical intervention there will be a record of physical interventions used on a tick sheet in the classroom. This is to be used for those interventions which prevent an injury or major incident and are very brief e.g. turned and guided pupil away from... These tick sheets are to be reviewed at weekly class team meetings and used to inform and review the IBP.

**Level 3** – where there is an IBP in place which includes the use of physical control there will be an ABC sheet completed for any intervention which is used in line with the IBP which does not involve any injury to any pupil or member of staff. These forms are to be reviewed at the weekly class meeting and used to inform the IBP. These forms should then be handed to the assistant headteacher with the minutes of the meeting. Parents are to be informed of the incident in the home school diary, by letter or phone call.

**Level 4** – where there has been a major incident. A major incident is classified as one where a pupil or member of staff has been injured or where a physical intervention has been used in a situation **not** outlined in an IBP. All major incidents must be reported to the SMT as soon possible. All major incidents must be recorded by hand in the major incident book. Injuries to pupils or staff must also be recorded on the LA accident or incident forms and handed to a member of the SMT. Reports must be written by hand and completed within 24 hours of the incident. Pupils involved in the major incident will be given a debriefing session with a trusted staff member wherever possible. Staff involved in the major incident will be given a debriefing session with a member of the SMT within 24 hours of the incident.

Parents/carers will receive a letter/phone call outlining the details of the incident and given the opportunity to discuss the incident with the SMT. Parents will be informed immediately if their child has been injured.

The Governing Body is informed of the number and type of incidents in the termly governing body report. The headteacher may inform the Chair of Governors of individual incidents if she deems this necessary at the time of the incident.

## WHAT IS REASONABLE FORCE?

- **Section 93 of the Education and Inspections Act, 2006**, states that a member of staff is permitted to use reasonable force in specified circumstances. These are if the pupil was committing any offence, causing personal injury to, or damage to the property of, any person (including the pupil himself), or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- There is no legal definition of when it is reasonable to use force. That will always depend on the circumstances of the case. Staff should base their judgements on the likely result of not using a physical intervention, whether a non-physical intervention is likely to be successful and the relative risks associated with the physical intervention. Team Teach recommend staff ask the following three questions:

- 1) How was this intervention in the best interests of the pupil?
- 2) Why was it absolutely necessary?
- 3) How was it reasonable and proportionate?

Useful websites for further information and advice relating to this policy are:

[www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/](http://www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/)

[www.standards.dfes.gov.uk/primary/publications/banda/seal/](http://www.standards.dfes.gov.uk/primary/publications/banda/seal/)

[www.team-teach.co.uk](http://www.team-teach.co.uk)

[www.gov.uk/government/behaviour-and-discipline-inschools](http://www.gov.uk/government/behaviour-and-discipline-inschools) Jan 2016

[www.gov.uk/use-of-reasonable-force-advice](http://www.gov.uk/use-of-reasonable-force-advice) July 2015

[www.education and inspections act 2006](http://www.educationandinspectionsact.gov.uk)

**Related Policies** – Behaviour Management, Care and Control Policy, Anti-Bullying Policy, ASC Policy, Seclusion and Safe Space Policy, Community Cohesion Policy, Sensory Integration Policy.

**APPENDIX**

**MILLWOOD SCHOOL – USE OF PHYSICAL INTERVENTION RECORD**

**Level 2** - where there is an IBP in place which includes the use of physical intervention there will be a record of physical interventions used on a tick sheet in the classroom. This is to be used for those interventions which prevent an injury or major incident and are very brief e.g. turned and guided pupil away from... These tick sheets are to be reviewed at weekly class team meetings and used to inform the IBP.

Pupil Name:								
Class:								
Intervention			Intervention			Intervention		
date	time	initials	date	time	initials	date	time	initials
Comments			Comments			Comments		

### MILLWOOD SCHOOL – USE OF PHYSICAL CONTROL RECORD

**Level 3** – where there is an IBP in place which includes the use of physical control and a major behaviour incident has occurred but which **does not** involve any injury to any pupil or member of staff. These forms are to be reviewed at the weekly class meeting and used to inform the IBP. These forms should then be handed to the assistant headteacher with the minutes of the meeting. Parents are to be informed of the incident in the home school diary or by telephone.

Pupil name:		Staff name
Time:	Duration:	Location:
Date:		
<b>ANTECEDENTS:</b> (concise description of the events leading up to the incident/behaviour)		
<b>BEHAVIOUR :</b> (describe what actually happened e.g. pupil hit / grabbed hair, punched, kicked etc. and how the pupil responded. )		
<b>CONSEQUENCES:</b> (how did staff intervene, Inc. TT holds, how did pupil respond, how was situation resolved)		

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## Signed by staff and witnesses

### MILLWOOD SCHOOL – SERIOUS INCIDENT REPORT

**Level 4** – where there has been a major incident. A major incident is classified as one where a pupil or member of staff has been injured **and/or** where a physical intervention has been used in a situation not outlined in an IBP. All major incidents must be reported to the SMT as soon as possible. All major incidents must be recorded by hand in the **numbered major incident book**. Injuries to pupils or staff must also be recorded on the **LA accident or incident forms** and handed to a member of the SMT. Reports must be written by hand and completed within 24 hours of the incident. Pupils involved in the major incident will be given a debriefing session with a trusted staff member wherever possible. Staff involved in the major incident will be given a debriefing session with a member of the SMT within 24 hours of the incident where possible. Parents will receive a parent letter or phone call outlining the details of the incident and given the opportunity to discuss the incident with the SMT. Parents will be informed immediately if their child has been injured.

### RECORDING SHEETS

A **level 4** incident is recorded in a bound and numbered book that is kept with the assistant headteacher Jill Tierney and must be completed with all staff involved. Any additional sheets are to be attached and dated in the book.

The form below shows the nature of the recording sheet. All recorded incidents are kept in school for 75 years.

Pupil name:	Date
Names of staff involved:	
Names of witnesses:	
Location of incident:	

Start time of incident	Duration of restraint	End time of incident
Any injuries		Medical checks
Pupil: Other pupil/s:		Pupil: Other pupil/s:
Staff:		Staff:
<b>Nature of Incident or Risk</b> Injury to person                      Damage to property                      Serious disruption		
<b>Environments and Triggers:</b> Describe what was happening and what led up to the incident  		
<b>Nature of incident or risk</b> Verbal                      Slap                      Punch                      Bite                      Pinch Spit  Kick                      Hair Grab                      Neck Grab                      Clothing Grab Body Hold  Arm Grab                      Object to hit with                      Missile to throw  Other:                      Who was involved or at risk?		
<b>Controlling Risk</b> Describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening  		

**Diversion, Distractions and De-escalation strategies used:**

Verbal advice / support                      Clear verbal directions                      Clear symbolic directions

Negotiation                      Clear verbal limited choice                      Clear symbolic limited choice

Distraction                      Reassurance                      Planned ignoring                      Reassurance

Contingent touch                      Team Teach Help Script                      Change of adult

Safe distance / stance directed                      Withdrawal offered                      Withdrawal

Success reminders                      Consequences reminders                      Humour

Other:

**Record of incident:** briefly describe what interventions were used to deal with the incident

<b>Supporting records</b> Please tick all that apply	<b>Other people informed</b> Please tick all that apply	Incident reviewed with pupil	Incident reviewed with staff
Serious incident book Accident report - pupil Accident report - staff Parent letter - incident Parent letter - injury	SMT Parent / carer Medical Staff Social Care LAC social worker	Yes / No Staff -  Location -  When? -	Yes / No Who?  Location?  When?

Further action required following incident review - to be completed by member of SMT

Signed

Date

## **EXAMPLES OF HELP SCRIPT**

### Team Teach Help Script

#### **1. Engage the pupil by name**

e.g. *"Hello John"*

#### **2. Put yourself in the frame**

e.g. *"It's Jill, I'm here to help... talk and I'll listen"*

#### **3. State the obvious and describe what is happening**

e.g. *"I can see that something is wrong / has happened"* – Acknowledge there is a problem without allocating blame. Avoid saying I can see you are upset / angry as this invites an argument – 'no I'm not' etc

#### **4. Give a do-able direction to the pupil**

e.g. *"Let's go to ..."* Make this appropriate to the pupil in crisis and check your body language to ensure you are non-threatening and offers a way out with dignity. Avoid blame / consequences. The aim is to enable the pupil a way out of crisis.

#### **5. Give a positive outcome**

e.g.

*"We can sort this out /*

*It will be ok /*

*Remember last time..."*

This consistent response is important as the child will become familiar with the script and hopefully learn that they are being supported and a positive resolution is being sought.

## INDIVIDUAL BEHAVIOUR PLAN (IBP) BLANK FORM

<b>Name of Child:</b>	<b>Date:</b>
<b>Behaviours</b>	
<b>Triggers</b>	
<b>Positive Aim</b>	
<b>Reward Systems in Place:</b>	
<b>Proactive Strategies :</b>	
<b>Active Strategies :</b>	
<b>Reactive Strategies</b>	
Plan written by:	
Plan agreed by:	

Date for review: