



## BEHAVIOUR (WELLBEING) AND PHYSICAL INTERVENTION POLICY

Circulated for Consultation		
Policy Written on:  <b>March 2018</b>	Approved and Signed by Simon Garrill, Chief Executive Officer	Approved and Signed by Chair of Governors
Reviewed: <b>March 2019</b> <b>February 2020</b>		

## Introduction

At The Grove, we believe that all students are entitled to a broad, balanced and flexible education, within the school and the wider community, which is appropriate to their needs arising from their autism diagnosis. We believe that all students should have opportunities to develop, thrive and be successful members of our society.

All school staff must have a clear understanding of the policy, ownership of it and, above all, a commitment to it. The policy is written in line with the Equality Act 2010 and the DfE guidance Behaviour and discipline in schools (January 2016).

In implementing this policy we expect all staff to consider the difficulties our students may experience, as outlined within the DSM-5;

1. Difficulties with social communication and interaction (including flexible thinking)
2. Restricted, repetitive patterns of behaviour, interests or activities (sensory included)

## Policy Aims

The aims of this policy are to

- Provide clear guidance for students and staff about what is expected of them
- Provide a framework for effective learning to take place
- Promote positive behaviour support and wellbeing for all students
- Ensure policy and practice is applied consistently and effectively throughout the school
- Ensure there is clear identification and signposting to support its implementation
- Ensure any when any physical interventions are used, there is a clear understanding of the reasons for any actions and methods are calming and prevent injury to both students and staff
- Ensure parents and governors understand the school's aims and clear guidance for involving parents

## Understanding Behaviours that challenge

Behaviours that challenge can be any behaviour that a person may perceive as challenging. They can be passive or active. The most important aspect is that ALL staff understand and recognise behaviours that challenge serve a function for the student in communicating a need.

## How do we define behaviours that challenge at The Grove?

- By identifying behaviours that are most affecting student's quality of life
- By how much the student's access to the curriculum is affected
- By identifying behaviours that other students and staff find most challenging

Behaviours that challenge might fit into the following categories;

- Non-compliance
- Attention seeking
- Aggression
- Inappropriate noises or comments
- Misuse of property
- Socially inappropriate behaviour
- Self-injurious and self-stimulation behaviours
- Distractibility
- Shut down and non-communicative

## Misunderstandings

- Not all behaviours need changing. We need to be tolerant of differences and not interpret all behaviours as those that need changing
- Some behaviours can be inappropriate, this does not make them challenging. However, we seek to support students to develop appropriate, socially accepted behaviours
- Some behaviours are coping strategies or part of students' needs and/or personality; this is natural and should not be interpreted otherwise

## Rationale

The school places key emphasis on encouraging behaviour that is conducive to learning. We place emphasis on positive and proactive support for students, providing a supportive learning environment that encourages them to thrive and achieve our school vision to "**Inspire Excellence, Challenge Potential, Empower Learning.**"

## Inspire Excellence

At The Grove School, every member of staff will:

- Be committed to acting as a role-model for students
- Reinforce positive and appropriate means of communicating and interacting
- Uphold school values of respect for others, self-management of behaviour and establishing & maintaining positive relationships
- Develop reflective practice
- Ensure behaviour is supported in a calm and purposeful learning environment which reflects understanding of functions of behaviour

## Challenge Potential

Each student at our school is individual with their own personality, but also has a diagnosis of autism. Because many of our students do not understand the complexities of the world around them, they may get anxious. Anxiety may manifest in different behaviours, some may be socially

inappropriate, disruptive or dangerous. Behaviours that challenge should not routinely be interpreted based on 'typical development', but as a form of communication. We aim to teach each student how to manage and regulate their autistic behaviours to reduce anxiety and enable them to cope better with the daily challenges in life.

### **Empower Learning**

To best support our students with their behaviour, we will ensure that:

- There is a consistent understanding of autism within the school which ensures a bespoke and tailored approach
- We consistently adopt a **total communication** approach.
- Our environment will be low arousal and autism friendly to maximise learning potential
- Our curriculum will be tailored to the learning needs and styles of our students
- All students have personalised targets based on their needs

### **Equal Opportunities**

In accordance with the school's Equal Opportunities Policy and the Equalities Act 2010, all students will be given every opportunity to achieve irrespective of any behaviour that may be perceived as challenging. This is irrespective of race, gender, disability, sexual orientation or religion; the code of behaviour support applies to all children equally.

### **Involving Parents and Carers**

Parents and carers are actively encouraged to work in partnership with the school. Home-school books and communications keep parents informed of day to day issues. Newsletters and the school calendar keep parents informed about events at school. Termly PLP meetings inform parents of behaviour support plans and any additional plans required. Parents are encouraged to attend parents evening, annual reviews and parent training events. Parents **MUST** inform the school of any medication changes or of any trauma or behaviour difficulties that are occurring at home. All parents have access to the pastoral team at any time they need it, face to face or phone support is available as are home visits by appointment.

### **The Local Governing Body Responsibilities (LGB)**

- Ensure that local arrangements are in place that comply with The Grove and the Trust policy and the legislative framework
- Ensure that policies are reviewed annually
- Ensure that the school complies with all of the above and reports annually to the Trust

### **Other School Policies:**

The behaviour policy should be considered alongside our Safeguarding Policy, Physical Intervention Policy, Bullying policy, Communication Policy, Risk Assessment Guidelines, PSHE Policy, Flexibility of Thought Statement, Curriculum Policy, Teaching and Learning Policy and Health & Safety Policy.

### **School Aims and Principles to support Behaviour**

- To understand the underlying functional and communicative intent of behaviours in order to respond consistently and positively to individuals
- To be reflective practitioners and use this to create a strong ethos and consistent approach to behaviour support, including partnerships with parents, carers and families
- To be role models to students in how to manage and self-regulate behaviours
- To provide a safe, caring and nurturing learning environment in which students feel calm and safe
- To empower students with strategies to support emotional regulation, social communication, independence and self-esteem
- To treat all students with respect, dignity and fairness
- To support students to access the local community successfully and safely
- To celebrate all student achievement
- Create a staff commitment to the school behaviour policy and the accompanying policies and guidelines
- Whole staff commitment to the reinforcement of positive behaviours through praise and rewards

### **Our Approach**

We use an integrated approach and create a low arousal environment that supports students to predict how to behave, communicate and learn safely and successfully. Our approach is flexible to adapt to the needs of our students on an individual basis with emphasis on developing long-term positive changes to behaviour. We believe that changed behaviours as a result of positive strategies may take longer to achieve but will have longer lasting impact for the student.

Our curriculum is developed to ensure every child has the opportunities to develop the appropriate skills they need to become successful learners and contribute to their wellbeing.

### **Communication**

Teaching communication is at the core of everything we do and we see this as an intrinsic part of supporting behaviour. We achieve this through;

- Direct teaching and modelling from adults
- Use of PECS or SVN systems
- Creating a total communication environment
- Allowing processing time
- Adjusting verbal language
- Sabotaging events to create communicative opportunities for requests and communication
- Using the SCERTS framework to set targets

- Providing choices
- Integrating communication throughout the curriculum and teaching and learning strategies
- keeping resources, such as visuals, up to date and available at all times for student to access

The approaches to our teaching and learning are outlined in detail within our Teaching and Learning Policy but the principles follow;

#### **SPELL**

We are guided by the National Autistic Society’s SPELL philosophy (Structure Positive Empathy Low Arousal Links). Through this, we aim to support students to increase their independence, develop communication and reduce anxiety.

#### **SCERTS**

The SCERTS model recognises that most behaviour is a coping strategy. It aims to develop functional skills in social communication and emotional regulation to cope with everyday stress in order to attend, engage and learn.

#### **TEACCH**

TEACCH aims to increase independence and reduce anxiety through:

- Physical structure of the environment
- Personalised visual schedules
- Independent work-systems
- Visual instructions

#### **Attention Autism**

Gina Davies approach to gaining and maintaining attention in readiness for learning.

#### **Rewards and Motivators**

Rewards establish and encourage positive behaviours. They must be frequent and consistent allowing the student to recognise the links between positive behaviours and achievements and feeling valued. The school uses a Merit system to reward positive achievement, students are encouraged to earn merits for which they get rewards. Certificates and weekly awards recognise and reinforce achievement. Kindness awards encourage and recognise positive student interactions.

Motivators may be used to help a student understand they can have favourite things and have opportunities to enjoy these, this can help with focus and concentration to complete tasks using the approach of “I am working for....” Motivators should be appropriate to the student and can be changed as the student’s preferences change and develop.

#### **Class based Strategies**

Although planning is highly individualised, there are numerous daily strategies employed across the school to support the promotion of positive behaviour. Below are some examples of strategies that might be used; it is not an exhaustive list and these strategies do not work in isolation. In some cases, staff will use their professional knowledge to implement additional strategies depending on the individual.

<b>Strategies</b>	<b>Some Examples</b>
Changing the physical environment/ stimulation etc.	Ensuring the environment is organised and predictable. Paying attention to external stimulation such as light, temperature, noise, smell and “busyness.”
Staff Behaviours and responses	Setting a good example by modelling expected behaviour for students. Being positive - highlighting and praising children’s positive behaviour. Remaining calm and setting clear boundaries for expected and acceptable behaviour. Setting clear motivators. Adult responses are consistent and follow strategies outlined in the WELLBEING PLAN or school ethos. Ensuring staff tolerance and understanding of student’s specific difficulties. Regular opportunities for discussion.
Providing structure and routines	Using visual timetables, structured work and activities, clear routines, planned, supported transition times. Providing highly structured, predictable environments and routines for students who benefit from them.
Providing clear guidelines	Making sure everyone is clear about which behaviours are appropriate and which are inappropriate, i.e.; ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored. Minimising confrontation to avoid stress. Minimising or avoiding ‘triggers’ or background factors known to present difficulties to the students.
Improving communication skills	Improving student’s communications skills through the use of communication support. Ensuring student’s attention and there is clarity of their understanding of communication. Focusing on teaching language and communication to support students to have their needs met without displaying behaviours that challenge.
Clear and consistent expectations	Ensuring students know what is expected of them and presenting students with clear choices and options. Helping the student to anticipate the sequence of daily events, sessions and activities (e.g. cues towards the end of activities, symbol timetables, etc.). Conveying expectations clearly and providing consistent feedback.

	Clear display of rules, routines and expectations (i.e. volume meters, class rules, merits)
Negotiation skills	Teaching students negotiation skills and choice making. Providing opportunities when and where students can opt out of activities.
Distraction	Changing the conversation or activity quickly to redirect student's thinking. A quick way of getting students to deflect the situation where we can reinforce positive behaviour.
Replacement	Providing students with alternative ways to behave that are more socially acceptable. Providing students with alternative activities and outcomes when required to minimise stress.
Rewards/Tokens/ Contracts	Breaking down behaviour into smaller and manageable sections of periods of time. Using tokens and contracts as an effective way of working towards a reward. Achievement and rewards are at individual, class and whole school level.
Social stories	A short story written in a specific style and format. It aims to teach social understanding and is matched to the skills of the pupil.
Extinction (planned ignoring)	Extinction, or planned ignoring, refers to a strategy where an unwanted behaviour (but not the individual) is ignored. It is based on the idea that responses provided by others (such as giving attention or providing an object or activity) may be maintaining an unwanted behaviour.
Time out / seclusion	Time out is used for short periods of time (few seconds to maximum of 15 min). It is a time out from a desired activity or contact and can only be used as a break from a difficult situation. This is monitored and checked by staff.
Requesting 'break'	Aims at teaching pupils to recognise the signs of distress or overload and teaches to self-regulate through requesting a break from a stressful situation. Teaching students self-management strategies, through sensory, movement or snack breaks.
Shaping	Shaping refers to the strategy in which gradually we reinforce approximations of the desired behaviour.
Chaining	Chaining refers to the breaking down of an activity into smaller components (known as task analysis) and the gradual teaching of these successive components dependent on the level of the individual. There are two types of chaining: Forward chaining follows the steps of the activity in the order that they would usually occur. Backward chaining starts with the last step of the activity and works backwards.

Key Approaches	Commentary
Consistency	One of the most important things to bear in mind when undertaking any behavioural strategy or intervention is the need for a consistent approach. Without the support and commitment of all relevant people in an individual's life, it is unlikely that lasting behavioural change will be achieved.
Generalisation	It is essential that special care is taken to assist the pupil to apply new skills and coping strategies in a variety of environments.
Maintenance	To ensure that new skills are maintained over time, it may be necessary to go back and revisit a particular strategy or approach if an individual is experiencing difficulties. This may particularly be the case around times of illness, stress or change.
Fading out prompts and reinforcers	Our ultimate goal for any behaviour support should always be to promote an individual's independence, quality of life and self-efficacy. To this end, it is important that any prompts or reinforcers (with the exception of verbal praise) will be gradually reduced to as low a level as possible, with the aim of extinction, while maintaining the desired behavioural change.
Intrinsic Motivation	Our long-term aim is to encourage and develop all students to be intrinsically motivated, recognising and identifying in themselves the positive impact of their actions for themselves and for others. This approach is built into our daily curriculum and intrinsic to our school ethos.
Personal Learning Plans (PLPs)	Behaviour targets can be part of the PLP targets setting and review process, this process will be supported by the relevant professionals where required.
Multidisciplinary	Regular feedback meetings from our multidisciplinary team are held at school. This involves visiting professionals such as the Educational Psychologist, Psychotherapist, Speech and Language Therapists, Occupational Therapists and the CAMHS LD Team. We are supported by our in-house Team Teach trainer whom we can refer to or request support from at any time
Seclusion	Seclusion is defined as <i>"The state of being private and away from other people"</i> .

	Seclusion is adopted only through student choice; when a student chooses to take themselves away to be alone this is accepted as recognised practice, however, it should be logged. Students are always monitored and checked. <i>*In the event of an emergency where there is an enforced seclusion, emergency procedures would be adopted. This will include a member of SLT being informed, contacting parents immediately (and possibly the police) and ensuring that the health and safety of all persons involved is paramount.</i>
Positive Behaviour Support and Wellbeing Plans	The school has access to a team of professionals and work closely with staff identifying the difficulties that may be the cause of some behaviour. These are considered when devising the behaviour support plan. Once the support plan has been written it will be shared with the parents and carers and where appropriate, the students too.

### Appropriate Touch

Touch is essential in order for us to provide quality care and trust for our students. Touch must always be used in an age appropriate manner and staff should always risk assess the situation when using physical touch. Used in context and with empathy and compassion, touch supports the development of interactions and communication. Other necessary functions of touch are for;

- Reinforcing, supporting, guiding
- Interaction
- Physical prompts
- intensive interaction
- Play
- Therapy (massage, sensory integration, rebound therapy)
- Emotional support
- Personal care (medical care)
- Intimate care (changing, toileting)
- Protection
- Safety
- Curriculum support (PE, Dance, Drama)

Touch should always be consensual. Staff should be sensitive to any verbal or non-verbal form of communication that might indicate the child does not want to be touched. Staff should also be sensitive to responses that may require less touch or withdraw touch, such as overexcitement by the child.

Where possible, staff should minimise touch to allow students to complete tasks independently with over reliance, this may mean allowing sufficient time for a student to complete a task or follow an instruction on their own.

***It is never appropriate for staff to touch any student on their intimate areas unless as part of the intimate care or medical care (please see intimate care policy and first aid policy).***

### Team Teach

Students and staff have the right to feel safe and protected within the school environment. Staff are trained in the Team Teach approach where the ethos is about de-escalation, diversions and diffusion. Its core value is that behaviours that challenge is often the result of a breakdown in communication. All staff have access to Team Teach training to ensure they are equipped and feel able to deal effectively with crisis and prevent injury or harm.

### Planning to support Behaviours that challenge

The health and safety of students and staff at The Grove is paramount. All behaviours that challenge can be a potential risk to staff and students and should be regarded seriously. Any student who displays any form of behaviours that challenge could be a potential risk to others or themselves. In this instance, the student MUST have a Positive Behaviour Support and Wellbeing plan. Some students may require a risk assessment. Behaviours that challenge may be predictable and frequent, others may be infrequent and be unpredictable. After any incident, a plan MUST be put into place to minimise and support any further occurrences. It is the class teacher's responsibility to write the plan and keep it updated, with support from the pastoral team and ensure it is on the student's PLP. It is the responsibility of ALL staff to make themselves aware of the behaviour support plans of ALL students in the school.

Behaviours are logged and monitored by the school's software programme Sleuth. This enables us to track patterns of behaviour and be able to implement focused interventions as a result. We use a variety of differentiated techniques of negotiation and mediation to resolve some incidents between students, where there is a higher level of understanding.

### Procedures for Incidents of Behaviours that challenge

- The incident must be logged on Sleuth
- Any Physical Interventions must be logged within 24 hours
- The physical intervention checklist should be completed
- Parents are informed if there has been a physical intervention
- The class teacher should be informed along with any injuries
- First aid must be sought for any injured students or staff
- Parents of any injured students must be informed and logged
- Behaviours that challenge incidents should be referred to the pastoral team and middle leaders
- A referral to MDT may be made
- There should be a debrief at the end of the day with staff

- There may be a debrief with the student after the incident (this will depend on the child)
- PWELLBEING PLAN and RA should be updated (or compiled)
- SLT will be notified through Behaviour Watch and respond

### **Process of writing Positive Behaviour Support and Wellbeing Plans (PBSPs)**

The positive behaviour support and wellbeing plan is a working document and should be reviewed regularly by the class team.

1. Behaviours are identified and an observation can be carried out to establish the triggers and effects of the behaviour. There are a variety of tools available to compile functional analysis of the behaviour such as the ABC chart. (Appendix 1)
2. Consultation with the relevant professionals if required.
3. Hypothesis why the behaviours may be occurring (from the data collected)
4. Plan what language, strategies, visuals, communication, rewards etc. may be used
5. Develop a clear set of de-escalation and preventative strategies to minimise crisis
6. Plan for physical breaks, sensory support, intensive interaction
7. Review SCERTS targets
8. PBSP is put together by class team and shared. (See appendix 2)
9. A risk assessment may need to accompany the PBSP. (See risk assessment guidelines)
10. A Personal Handling Plan (PHP) may be needed if the behaviour requires physical intervention as a final strategy. Not all BSPs require this. (See Physical Intervention Policy)
11. The plan will be agreed and signed by parents/carers and the SLT.
12. A monitoring process will follow (see appendix 4 each term or if the student's behaviour changes. Parents and carers will be informed of progress at consultation meetings or if there are any significant changes.
13. Class teacher will inform all staff of the WELLBEING PLAN
14. Staff should make themselves aware of the WELLBEING PLAN

### **Confidentiality**

It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality.

Staff should always;

- Share and discuss any issues concerning the student only with relevant members of staff and in a private place
- Matters concerning the student should never be openly discussed in form of visitors, in the staff room or in front of the student or those that know the student
- Keep confidential reports relating to behaviours that challenge in secure files
- Take the Grove Autism Cards when out in the community, to help the community understand if an incident of behaviours that challenge occurs. These can be found in the office.

### **Child Protection**

Students should always feel safe, valued, supported and calm at school. It is their right to be treated with dignity and respect.

Staff at The Grove should always be asking themselves;

- Why is the behaviour occurring?
- Have I provided the right means for the student to communicate?
- Does the student know what is expected of them?
- Does the student need a break, sensory or movement activity?
- Is there a risk?
- What is the student trying to communicate?
- Can the situation be avoided?
- Why am I moving the student?
- Can I move other students?
- Do I feel confident?
- Do I need help?
- Do I feel calm enough to deal with the incident?
- Are there any other strategies I could be using?

Staff must NEVER;

- Tell the student what NOT to do tell them what you WANT them to do
- Hold a student down
- Carry a student
- Pull a student
- Pull a student's hair
- Pull a student up from the floor by their arms
- Pull a student's clothing
- Punish the student with threats
- Dig fingers into or otherwise seek to hurt the student
- Deal with the student when angry or agitated
- Talk aggressively or negatively to a student
- Tackle a serious incident alone
- Talk to a student in the middle of a PI (unless stated on the WELLBEING PLAN)

Staff MUST remember to;

- Keep language to a minimum
- Provide a means of communication to the student (Visuals, PECS, SVN etc.)
- Provide movement or sensory breaks
- Be clear with expectations
- Tell the student what they should be doing
- Guide the student if necessary
- Use a total communication approach at all times
- Use social stories, comic strips or power cards to help the student understand the behaviour
- Be consistent all the time
- be patient, give the student time to process
- Use positive language and rewards
- Support transitions
- Ask for help when needed
- View support from others as positive
- Use appropriate strategies and visuals to help with any debrief or consequences

### **Consequences and Sanctions**

In every aspect of life across our school, we seek to promote positive behaviour. At all times, staff will work to support students to have the skills to understand and make appropriate choices [in regards to their behaviour], giving consistent examples of these.

Responses to any behaviours that challenge will be outlined within the WELLBEING PLAN and depend on the intellectual capacity of the student, these may include one or more of the following;

- Ignore negative behaviour and praise good behaviour
- Remind students of the desired behaviour, explain an alternative positive behaviour to the negative one they are exhibiting
- Give a non-verbal sign or visual cues to support the student
- Redirect the student back to the school rules and how they can earn positive reinforcements
- Reduced participation in activities that are deemed unsafe at the time
- Catch up the work they have missed (either at break-time or at home)
- Referral to the pastoral team or SLT for a debrief and reflection session
- A letter and phone call home will take place if there has been an incident of serious behaviours that challenge

### **School Policy on Exclusions**

The Grove school is aware that behaviours that challenge are often a way in which a student is communicating a need in an inappropriate manner. As a result, on occasions, this may be harmful to themselves and to others or disrupt the learning of peers. For these reasons, we recognise that we have a duty to ensure that the school is a safe and positive learning environment for all.

In such circumstance the following procedures may be adopted:

#### **Time Out of Class**

The student will work apart from the rest of the class and will receive one to one attention.

With students who have the intellectual ability to reflect: a de-brief will take place exploring what has happened, why it happened and what the impact was. The discussion will also explore what the desired behaviour moving forward is and supporting the student to make the “appropriate choice” next time. Feedback will be shared with staff so they are able to help minimise the re-occurrence of the behaviour.

When a student is not responding and continues to disrupt the learning of others, the use of additional learning spaces may be extended until the student is ready to return to learning alongside their peers.

#### **Dealing with Serious Incidents**

A serious incident is identified where a student physically assaults a student or member of staff, absconds from school, damages school property or puts themselves or others in danger.

For a serious incident, staff should request the help of others as soon as possible and a senior member of staff should be informed.

In this instance a Behaviour Watch report must be completed along with relevant letters (preferably within 24 hours) and passed directly to the pastoral team (or SLT in their absence).

*The DfE guidance “Ensuring good behaviour in schools”, (February 2014), states staff are able to search students with their consent. The head teacher and staff authorised by the head teacher can search any student whom they suspect has a ‘prohibited item’ and who present as a health and safety risk to themselves or others. These would include:*

- Knives (or any weapon)
- Alcohol
- Drugs
- Stolen items
- Tobacco
- Fireworks
- Pornographic images
- Any article that may be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules (this would include mobile phones at our school)
- A member of staff can also confiscate, retain or destroy students’ property, if deemed reasonable or necessary.



### **Allegations of Abuse against Staff.**

All allegations are taken very seriously and the school aims to deal with any allegation quickly so that staff and students feel protected. Suspension is not an automatic response to an allegation. Due to the social communication difficulties of the students at the school, those students who make allegations that are found to be untrue will be supported so that staff can understand the function or cause of the allegation. Parents and carers will be spoken to and the student's WELLBEING PLAN will be revised. If relevant to the child's needs, the process may involve supporting the child to understand the wider implications and repercussions of such allegations.

### **Exclusions**

Incidents of exclusion are avoided and will be extremely rare, we recognise this is not a successful sanction for young people on the autistic spectrum. In rare cases, we would work with all agencies to find an alternative provision if the school was no longer able to meet a student's needs.

In extreme cases, due to health and safety risks, a decision not to have a student in school may be considered ONLY:

- If there is an immediate risk to safety of others or that young person and the school can no longer provide safely for that student
- In response to on-going serious incidents
- After a range of strategies have been tried and exhausted (this may include review of statement of SEN or EHCP, pastoral care plans, early annual review meeting or CAF referral) and the school can no longer successfully provide for that student.

Before any decision is made, the Head of school will ensure they have considered the following:

- Outcome of discussion with CEO and Chair of Governors
- Reports, accounts and facts are reviewed
- Potential risks are assessed
- Interview with the student so they have the opportunity to recount their version of events
- Speak to any witnesses or relevant persons individually

Parents will be notified immediately if a decision is made that a student does not attend school. A follow up letter will be issued immediately and targets will be agreed to ensure that there is a successful transition back to school. In the event of more than 3 days out of school the school will endeavour to provide home tuition for the student.

### **Termination of Placement**

The school does not seek to permanently exclude any of its students. However, in very rare incidents where there has been an extreme cause for concern and it is considered the safety of other students and staff are at risk, the school may have to consider this option. The decision to terminate a placement will only be taken following lengthy consultation with the CEO of the Trust, Head of School and the placing Local Authority.

### **Positive Handling and Physical Intervention.**

A physical intervention is any use of force by a person or persons to control another person. Any physical intervention used at The Grove must be a pre-agreed hold, one that is designed to ensure the student is safe and the staff member is calm. A physical intervention must only be used when it is absolutely necessary, and the intervention used must be reasonable and proportionate to the behaviours that challenge observed. Any physical intervention must be carried out by staff who are trained in the Team Teach approach.

### **Legal Context.**

The DfE issued guidance, updated in July 2013 on the Use of Reasonable Force. The law states when risk or severely behaviours that challenge manifests itself, all possible responses must be considered. At the point where all strategies have failed, approved physical intervention can be employed to manage the behaviour of the child in distress. This should always be for the shortest time possible and be as a last resort.

The February 2014 guidance 'Ensuring good behaviour in schools states

***"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."***

***Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm."***

Physical Intervention should **ONLY** be applied when the individual's behaviour is perceived to be:

- A risk of harm to themselves
- A risk of harm to others
- Causing significant damage to property
- Behaving in a manner which indirectly or directly affects the learning, behaviour or well-being of others
- A risk of committing a criminal offence

Within our provision, every student who requires physical intervention has an individual positive handling plan (PHP) as part of their Positive Behaviour Support Plan. This is agreed by the individual's parent / guardian. The plan lays out examples of their behaviours and ways to de-escalate a crisis before any physical intervention is required. Our policy is to ALWAYS aim to diffuse a situation before it becomes challenging. The pupil's PHP will identify a list of Team Teach holds and interventions that have been identified for that particular individual. All WELLBEING PLANs and PHPs are monitored regularly by SLT & the pastoral team, all staff have access to all plans if changes need to be made.

### **Training and authorisation of staff**

All staff who have completed the Team Teach training are authorised to use physical intervention as a last resort. A list of staff who have completed the course is held in the CPD folder and by the Team Teach trainers.

Named Advance Team Teach staff are the only members of staff who are authorised to use this and only with named individual students. Appropriate guides for this are adhered to.

Agency staff will be deployed to classes by the SLT. The use of physical intervention by agency staff can only be authorised by, and remains the responsibility of the SLT.

All work experience staff and visitors are NOT authorised to physically handle pupils.

New staff will be allocated training on the soonest available courses from their start date.

Staff are required to complete the 1 day refresher training every 2 years.

There are a number of staff that hold the advanced Team Teach certificate; these certificates are held in the CPD folder.

### **Recording.**

Each class team is responsible for compiling the WELLBEING PLANs and PHPs (the PHP is part of the WELLBEING PLAN). These are kept in class files and on the school shared drive. The pastoral team are expected to monitor these and feedback to SLT.

Every time a Team Teach hold has been used the incident is recorded by the staff member(s) that were present, this information is held on the school system, Behaviour Watch. Any Advanced Team Teach holds are logged and also reported back to Team Teach via email. Parents will be informed if a restraint or hold has been used on an individual. Records of physical intervention will be reported by the pastoral team and monitored by the SLT regularly.

### **Physical Intervention in context.**

Within our provision, physical intervention is never seen in isolation to behaviour strategies. It is only used as a last resort strategy when all other strategies have failed and there is a risk of harm or damage.

Physical intervention can be placed into two categories – planned or emergency.

### **Emergency Intervention.**

Emergency intervention will occur when all the other strategies have been exhausted or the incident requires a rapid physical response (e.g. a child running into the road).

If an emergency intervention is used more than once a risk assessment is made and a planned intervention put into place. This is immediately added to the individual student's WELLBEING PLAN.

### **Planned Intervention.**

Planned interventions involve staff adopting one of the strategies from the Team Teach procedure which has been agreed as a response to an individual's behaviour. This is documented in the WELLBEING PLAN as a PHP. These are reviewed and updated regularly (minimum once every half term). Permission from parents is sought.

Any additional risk assessments will be linked to the student's WELLBEING PLAN.

### **Preventative strategies.**

Preventative strategies are the core of our approach to supporting behaviour, these are the main focus of a student's WELLBEING PLAN. Through this, we adopt the Team Teach approach which aims to focus on 90% of its work on de-escalation techniques. At all times, we seek to avoid any physical intervention and aim to support our students to regulate their own emotions and behaviours.

Our approach to preventative strategies is to ALWAYS follow the three principles:

### **De-escalation Diffusion and Diversion.**

The strategies should be:

- Clear and understood by all those who work with the individual child.
- Based on observations, discussions and evaluations about possible reasons for the behaviours that challenge.
- Shaping the behaviours that challenge into behaviours that are positive and socially acceptable, appropriate and achievable.

### **Reactive Strategies**

All WELLBEING PLAN and PHPs should be

- Clear and understood by all those who work with the individual child.
- Manageable
- Focus on the behaviour NOT the child
- Flexible and subject to review
- Aimed at ALWAYS de-escalating the situation.

### **Responsibilities of staff.**

Staff must attend the Team Teach training course (minimum of 12 hours for new staff and 6 hours for trained staff).

It is the duty of all staff to ensure they provide care in a professional, calm, positive manner adopting the Team Teach approach. These methods should NOT involve pain, pushing, pulling or aggression. All staff should review WELLBEING PLANs and PHPs regularly to ensure that appropriate techniques are being implemented and ensure this is communicated to others.

*\*Note: If any physical intervention occurs whilst on a moving vehicle, then the vehicle must stop when it is safe to do so. Once the physical intervention is no longer required the vehicle can continue its journey. However, if it is not safe to do so then staff must request help by notifying a member of school staff who will be sent to support the situation.*

### **Post physical intervention procedures.**

As soon as possible after an incident staff should log the incident on Behaviour Watch; this should be within 24 hours. These will be monitored by SLT and the pastoral team.

The following procedures need to take place:

- A de-brief for staff involved and their welfare checked.
- When the staff member and child are both calm, a de-briefing should take place between them.
- Time to reflect with the individual child as to strategies that could be useful in the future to help reduce the behaviours that challenge.
- WELLBEING PLANS and PHPs reviewed and any amendments to be agreed with SLT and parents.
- Any serious incidents that result in injury to pupils or staff MUST be entered into the accident book. If necessary a first aider should see the individual and will advise if further medical care is required. If a head injury is sustained a letter must be sent home.
- Any Advanced Team Teach methods that are used require an 8 weekly report to be submitted to Team Teach, this is completed by the Pastoral Care Manager (or a member of the SLT team in her absence).

### **De-briefing process.**

#### **Minor incidents**

Following minor incidents class teams are advised to meet and evaluate what has happened. The team should ensure other members of staff are aware of the incident and what happened after. The team is advised to reflect why the incident occurred, what preventative measures could be put into place and how the incident was dealt with. Teams should ensure all staff are in agreement and support each other. It is important that staff team members feel confident about decisions made.

Minor incidents are recorded on the school Behaviour Watch system and monitored so that a pattern of behaviour can be established. A minor incident may not have involved a physical intervention, it may be the case that a student was guided using the caring C or there was a minor level of physical intervention used which was extremely quick and effective.

#### **Serious Incidents.**

Following a serious incident involving injury or prolonged physical intervention a break from the classroom environment is advised. Staff are encouraged to have time away to 'recover' from the stress or emotional experience. It is important that staff return to class when they have had sufficient time to compose themselves and feel confident about working with the individual again without prejudice.

Serious incidents must be logged on the school Behaviour Watch system. If a physical intervention or restraint has been carried out then this MUST be logged within 24 hours. A serious incident is where there is a foreseeable risk.

A checklist should be referred to in order to ensure each step has been completed. (Appendix 6)

#### **De-briefing process for pupils.**

Pupils may require 'time out' or time to 'regroup' before they return to class. This should be outlined on the PHP as each individual pupil will respond differently.

For some pupils, a reflection session will be encouraged, this should only take place when the student is ready to reflect on the incident and can be done in a manner that is appropriate to the student's communication and understanding.

It is important to recognise that other pupils who were not directly involved in the incident may require time or reassurance as a consequence.

In conjunction with this policy we recognise the impact of the difficulties our children and young people face with 'flexibility of thought' and the difficulties they have in recognising others' perspectives or see a wider picture.

#### **Complaints**

Should a pupil or their parent / carer have cause to complain after an event where PI has been used, they have the opportunity to have their complaint investigated under the Compliments, Comments and Complaints Policy. A copy of this policy is available for inspection at Reception.

#### **Legislation and guidance informing this policy:**

- Offences Against the Person Act 1861
- The Children and Young Persons Act 1933
- Health & Safety at Work Act 1974
- Violence at Work 2003
- Manual Handling Regulations 1992
- The Children Act 1989 / National Minimum Standards
- United Nations Convention on the Rights of the Child (ratified 1991)
- Human Rights Act 1998
- Disability Rights Act 2001
- The Children Act 2004
- Equalities Act 2010
- Mental Health Act 2007 Part 2 made amendments to The Mental Capacity Act 2005(MCA) by the introduction of deprivation of liberty safeguards(MCA Dols)
- Section 93 Education & Inspection Act 2006
- Section 45 Violent Crime Reduction Act 2006
- Use of Force Guidance April 2013 ( England)
- National Minimum Standards Sept 01 2011 ( England – Residential Special Schools and Children's Homes)

**Appendices**

1. ABC chart
2. Positive Behaviour Support Plan Template
3. Individual Risk Assessment for those students with a Physical Handling Plan (PHP)
4. Checklist following an incident
5. Model Letter following ATT
6. Model Letter following TT
7. Team Teach Approach Guidelines for Staff

**APPENDIX 1**

**ABC Chart (Antecedent Behaviour Consequence).**

Date:

Name of Student:

When completing this chart you must remember that you are observing and recording each SPECIFIC behaviour you observe, both desirable and undesirable. You should reflect on what has happened **prior** (A) to the behaviour occurring, the behaviour **observed** (B) and what happened as a **result** (C).

Antecedent (A) Prior Behaviours (by all)	Behaviour (B) Observed Behaviours	Consequence (C) Reinforcers/Consequences

**APPENDIX 2**

**My wellbeing support plan**

Student Name:	Date of Plan:	Completed By:
Review Dates (Please record each review date):		
Overview / Summary:		
What makes me happy:		
The transactional support can you provide me to help me stay calm: (to include sensory and communication support)		
What are the targets or desired outcomes?	Date & Assessment	

<b>Using the Zones of Regulation describe the behaviours and transactional support to be implemented.</b>	
<b>Blue Zone</b>	<b>Low Level Support: Information about how to know I am becoming somewhat under-aroused and need low level support to re engage.</b>
How I might express myself	
Possible triggers and frequency	
What am I communicating?	

How you need to respond	
<b>Green Zone</b>	<b>Low Level Support: Information about how to help me keep regulated.</b>
How I might express myself	
What I enjoy	
How you need to respond	
<b>Yellow Zone</b>	<b>Medium Level Support: Information about how to help me self or mutually regulate</b>
How I might express myself	
Possible triggers and frequency	
What am I communicating?	
How you need to respond	
<b>Red Zone</b>	<b>High: Information about how to know I am entering crisis and need a high level of support</b>
How I might express myself	
Possible triggers and frequency	
What am I communicating?	
How you need to respond	

Is a Physical Intervention Plan (PIP) Required?	YES	NO
Details of my PIP ( Please outline the PI strategies identified for this student)		

Names of those involved in partnership working	Date and signature to confirm partnership working
Name of person(s) completing PBSP:	
Name of Parent / Carer:	
Name of SLT:	
Name of Student (If applicable):	

### Appendix 3

#### Individual Risk Assessment for those students with a Physical Handling Plan (PHP)

Name:	Year Group:
Name of School:	
Risk Assessment Undertaken By:	
Other individuals involved in risk assessment:	

Background information
------------------------

What health and safety hazards arise or could arise from the behaviour of this pupil? (include triggers, time of day, and any pattern to behaviour)

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Initial control measures	New / further control measures required	Risk level with controls in place		
		L	M	H			L	M	H

List any activities which **cannot** be safely managed, as far as it is possible to foresee?

Assessment completed by:  
Date of assessment:

Signed:  
Review date:

Staff signature and Date

\* NOTE: Risk assessments should be carried out by a suitably competent person, who has received an appropriate level of training and guidance prior to fulfilling this function.

**APPENDIX 4**

**Staff Checklist Following a Serious Incident and Physical Intervention.**

Name of person completing form:

Date:

Name of Pupil involved:

CHECKLIST	S	D
pupil (s) involved seen by a first aider?		
parent / carer contacted?		
Follow up letter sent to parents/ carers?		
De-brief conversation with pupil involved?		
De-brief form completed by pupil?		
Incident updated on Sleuth System?		
Entry logged in the Physical Intervention book?		
De-brief with staff involved offered? <i>*Please enter names</i>		
Wellbeing Plan reviewed?		
Personal Handling Plan reviewed?		
Risk Assessment Reviewed?		
Any additional follow up action required? If YES, please refer to this in the comments section below.		
Can external referral required?		
Who will make this external referral?		
Comments / notes		

**Please put a copy of this in the Pastoral Team recording file.**

**APPENDIX 5**

**Letter template for a pupil on who Physical Intervention ATT has been used**

**Action Taken: Advanced Team Teach Physical Intervention**

I am writing to inform you that your child was involved in an incident at school today that resulted in them needing to be physically restrained in a ground recovery position. The incident happened at

\_\_\_\_\_ am / pm and your child was there for approximately \_\_\_\_\_ minutes until they were calm.

Although all the staff involved have been trained to use restraint techniques, holding a young person in this position can pose some risks. As such they were monitored throughout by a first aider in the school. It is however also advised that you seek an appointment with your GP / Health Advisor to ensure your child has sustained no injury.

If you would like to discuss this further, please do not hesitate to contact me.

Yours sincerely,

**Miss Nadine Huseyin  
Pastoral Team Manager**

## **APPENDIX 6**

### **Letter template for a pupil on who Physical Intervention has been used**

I regret to inform you that \_\_\_\_\_ was involved in an incident at school today which required staff to use a Physical Intervention to ensure his/her safety.

The incident happened at \_\_\_\_\_ am / pm and your child was held for approximately \_\_\_\_\_ minutes until they were calm.

Although all the staff involved have been trained to use restraint techniques, holding a young person can pose some injuries. To ensure your child's well-being, in this instance, they were checked by a first aider.

If you would like to discuss this further, please do not hesitate to contact me.

Kind regards,

**Miss Nadine Huseyin**  
**Pastoral Team Manager**

**Appendix 7**  
**Classroom guide for all staff**



## *A Guide to Team Teach.*

- Divert, Diffuse and Deescalate
- Avoid using inflammatory language
- Calm voice, low volume and careful use of words
- Improve communication, have pre-planned strategies
- Avoid confrontational body language use **CALM STANCE**
- Minimum force for the shortest time
- No pain, No pushing, No pulling
- Be aware of personal space
- Do **NOT** prolong a crisis **When it is over it's over!**
- Offer **HELP** to others. Ask for **HELP**. It is not a sign of your ability to manage a situation.