



Positive Behaviour Policy

Status	Current Policy
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Review Cycle	Every three years
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Next Review	June 2023
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Lead Staff:	Headteacher
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Headteacher:	Paula Miller
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Chair of Governing Board:	Simon Heaton
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Mission Statement

We accept all pupils **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring and safe**.

Our goal is to develop our pupils to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay is registered as a Rights Respecting School

This policy is written with reference to:

Article 19 Children have the right to be protected from being hurt and mistreated, physically or mentally.

Article 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Introduction

Stone Bay School aims to create a secure, supportive and consistent environment in which children with special educational needs can learn and develop in keeping with the school ethos and values.

We aim for our pupils and students to be as independent as possible and to fulfil their educational potential. Unwanted behaviour can be a real obstacle to achieving these and can be as significant a barrier to learning for pupils and students as their primary disability.

Appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. The behaviour of the pupils at Stone Bay School is often the key to their continued development and the quality of their future lives.

This policy is informed by BILD (British Institute for Learning Disabilities) Code of Practice and should be read in conjunction with the other key school policies: - Ethos and Values & Anti-Bullying Policy.

Aims

Through positive behaviour support, we aim:

- To create a school culture that reflects our positive attitudes, values and beliefs, with respect for the pupils at its core
- To promote self-confidence and positive self-image in our pupils.
- To value and reward success and wanted behaviour rather than focus on unwanted behaviour.

In order to achieve the above, we will: -

- Provide training, structures and support for all staff who work with our pupils.
- Promote positive approaches to behaviour support across the school.
- Ensure that systems of reinforcing success and wanted behaviour are in place, including the use of reward systems.
- Work with parents in partnership, together with outside agencies where appropriate.
- Comply with the BILD Code of Practice, DFES Guidance on Restraint (ASD) (2002) & DFES Guidance on Restrictive PI (2003) documents, KCC Positive Handling Policy, Education Act 1997 (Section 4) clarification on the use of physical force by teachers by an addition to Section 550A Education Act 1996, Section 93 of the Education and Inspections ACT 2006. Department for Children, Schools and families (replaces section 550a of Education Act 1996), Human Rights Act 1998 and PROACT SCIP® (Strategies for Crisis Intervention and Prevention) guidelines. The UN Convention on the Rights of the Child

Health and Safety

We have a duty of care to keep all our pupils safe. Pupils with patterns of behaviour that put them at risk e.g. absconding, require additional monitoring, supervision, programme planning and risk assessment to support their individual needs.

The Governing Board and Senior Leadership Team of the school recognise the serious implications for all concerned during incidents of challenging behaviour. They acknowledge the stress and anxiety that is experienced by pupils, families and staff and will ensure that everyone has a positive and safe way to respond.

At times it may be necessary to intervene when a pupil's behaviour is posing a risk to themselves, others or the physical environment. In such situations staff may adopt PROACT SCIPr UK® strategies. PROACT SCIPrUK® techniques are the authorised interventions at Stone Bay School and are a BILD (British Institute of Learning Difficulties) accredited approach which is recognised by KCC.

Physical interventions should only be used when all other strategies have been tried and found to be unsuccessful. PROACT SCIPrUK® physical interventions are not pain or punishment based and should be used for the least amount of time and least amount of force and intrusion.

Staff can intervene in line with [Searching, Screening and Confiscation Advice](#) to confiscate any items that contravene the spirit of the advice.

Child Protection

Stone Bay School follows all National and [KCC guidance](#) including DFE Guidance: Keeping Children safe in Education. We also follow [KCC Child Protection Procedures](#) and work in line with National Minimum Care Standards for Residential Special Schools. We have a range of policies that help ensure the safety and wellbeing of our pupils.

All staff have a duty of care to protect our pupils from harm or abuse. We recognise that the use of Physical Interventions, in particular, is distressing to all involved and can lead to concerns, allegations or complaints. Indeed, it is the duty of all staff to immediately refer any Child Protection concerns to one of the Designated Safeguarding Lead (DSL) who will follow agreed Child Protection procedures. Names of current DSLs can be found in the Child Protection Policy, displayed on staff notice boards, are available in the Safeguarding Gold folders in the staff room and the front office and in your ID safeguarding inserts.

Pupils and parents may also raise concerns and the Complaint Procedures Statement sets out how this can be done.

Proactive strategies

Setting clear and consistent behavioural boundaries is promoted as good practice within Stone Bay School. Positive and wanted behaviour will be rewarded. We seek to avoid reinforcing unwanted behaviour and there may be occasions where it is appropriate to ignore it rather than draw attention to it. However, the behaviour and the person must be separated and staff need to be clear in their use of language and approach to show that the behaviour is disapproved of whilst the person is still valued. It is important to realise that behaviour, we may be tempted to label as inappropriate or naughty, may be expressions of an underlying need.

In line with class charters and accepted school rules, pupils will be reminded of the following: -

- To work hard in school
- To do their best
- To have fun in school and be safe by following the rules
- To be kind
- To listen to others
- To wait their turn
- To share
- To help others

- To look after the school and equipment
- To look after their things and other people's things

Understanding the causes and functions of pupil behaviour

In order to provide Positive Behaviour Support, it is essential to try to understand the factors contributing to unwanted behaviour, in order that these can be reduced or altered and to increase the likelihood that wanted behaviour can occur.

For our pupils, unwanted behaviour is often caused by one or more of the following:-

- Difficulty in communication (both expressive or receptive)
- Changes to routine
- Unmet physical needs
- Environmental factors such as noise

Changes or improvements in the above can reduce unwanted behaviour and increase the likelihood of wanted behaviour.

Other factors to be considered that can reduce unwanted behaviour are:-

- Choice / alternative activity
- Opportunities for interaction, especially when unwanted behaviour is not being displayed ☒
Therapeutic alternatives
- Environment
- Interaction
- Relaxation
- Listening
- Sensitivity
- Positive reinforcements
- Relationships

Rewards

- A positive attitude towards children's attributes is maintained by staff at all times. This includes identifying and publicising children's qualities and achievements even when they are really hard to find!
- Staff will not draw attention towards challenging behaviour and it will be dealt with quietly and as privately as possible – referring to class or individual rules as appropriate.
- Assemblies will celebrate achievement and reward good behaviour.
- Rewards are agreed within the individual pupil's Individual Behaviour Support Plan
- Tangible Rewards will be used in a variety of forms according to the child's individual ability to accept praise. Some children will receive certificates, badges, immediate verbal praise, special activity or even no recognition at all if deemed appropriate. e.g. it may apply to children with PDA (Pathological Demand Avoidance syndrome)
- Messages to parents or other members of staff
- Consumables (limited)

- Time of a favoured activity or with a favoured person
- Being given a special responsibility

Consistency of approach, good communication, agreement on the challenge and teamwork are essential to effectively support behaviour.

Sanctions

Sanctions will not be the usual form of behaviour support and will only be implemented within the pupil's ability to comprehend the association with the behaviour concerned. In line with our recognition of the UN Convention for the Rights of the Child (Article 37) no pupil will be punished in a cruel or harmful way.

All sanctions given must be recorded promptly in the appropriate Sanction Log Book and are subject to internal and external scrutiny in the same way as Physical Intervention Logs.

See Appendix 2 for more details on permitted and forbidden sanction

Scaled Procedures

In the event of unwanted behaviours being exhibited whilst all proactive support strategies are in place, the following stages will be used.

Monitoring

Staff will seek to understand the root cause of behaviours by using monitoring forms They can monitor frequency and timings of targeted behaviours and use the ABC format to record individual incidents. Other Functional Analysis methods may be used in conjunction with discussions with the Behaviour Support Officer. This will ensure that a planned approach for unwanted behaviour is based upon a considered objective view rather than a subjective judgement. Information gathered from these sources will be used to inform Individual Behaviour Support Plans.

All Behaviour Support Plans (BSPs) must be based on effective planning and a thorough understanding of individual and environmental triggers. All plans are specific to individual pupils and must incorporate early intervention, proactive and active strategies.

Teachers and support staff are required to organise and plan responses to each pupil's challenging behaviour which will contain or limit the risk to all. For those pupils who may require physical interventions (based on data evidence and assessment) the plan should be designed to reduce the need for physical support.

(Refer to Appendix 1 - Physical Intervention Guidance)

Positive Behaviour Support Plans

Class Teachers and where appropriate Residential Team Leaders have the responsibility for co-ordinating the formulation of the Behaviour Support Plan, supported by the Behaviour Support Officer and with Senior Leadership Team support and authorisation. In addition, the Headteacher will continuously monitor issues of challenging behaviour across the school through regular staff meetings and review.

The BSP will include an assessment of risk and identify clear strategies to be implemented. This plan must be reviewed at least annually, however, constant monitoring of the programme may indicate

the need for more frequent review. The plan must be authorised (signed) by an appropriate adult e.g. parent guardian as well as the Headteacher or Deputy Headteacher

Behaviour support plans must be read by all staff working with the pupil and they must sign to agree they have read and understood the plan.

Where any changes are made to the plan, these must be shared with all staff working with the pupils and again they must sign to agree they have read and understood the updated plan.

(Refer to Appendix 1- Physical Intervention Guidance).

By creating supportive environments and implementing individual multi-component behaviour support plans, we aim to avoid the potential for pupils to present challenging behaviours (proactive). We recognise that the needs of each pupil will vary and the support plans we implement are individual and include the personal and environmental setting conditions which make the pupil less likely to engage in challenging behaviour. In the longer term our aim is to equip pupils with the skills and personal resources to meet their needs, including:

- Developing a functional communication system that allows them to express their needs and wishes to a variety of people regardless of the environment
- Having a network of social support; to provide social-emotional support, encouragement, practical help, affirmation of worth and appropriate models of behaviour
- Learning personal systems of self-control/regulation
- Developing self-awareness and an understanding of the consequences of own actions and the needs of others

Effecting change in established behaviour patterns can take a long time. At Stone Bay we promote the persistent and consistent implementation of support plans in order to support pupils to modify their behaviour over time. Challenging behaviours can be reduced and often prevented by the careful management of the environment and consideration and understanding of each pupil's personal setting conditions. The more positive interactions and opportunities that we are able to provide to meet the needs of the pupil, the less likely it will then be that challenging behaviour will occur.

Physical interventions should only be used when all other strategies have been tried and found to be unsuccessful. All pupils with a Behaviour Support Plan (BSP) are required to have **identified early interventions**; including proactive strategies and active strategies to be taken when a combination of setting/ conditions have triggered behaviour which could escalate into a crisis for the pupil. These should be identified on the Behaviour Support Plan and Risk Assessment; specific strategies include a consideration of the following options;

- Implementing individual calming techniques, e.g. distraction, singing, food
- Offering alternatives or options for the pupil, change to a less demanding activity
- Using an appropriate voice in terms of pace volume and tone
- Changing staff interaction
- Changing the adult working with the pupil
- Leading people away
- Adjusting of body position to ensure minimum threat to the young person and maximum safety for staff, generally a sideways stance
- Adopting positive and calming facial expression and body language

- Making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further where appropriate.
- Seeking help from other staff to diffuse the situation, offer support and act as a witness

All staff are required to be familiar with the Behaviour Support Plan and Risk Assessment for each pupil in their care. All class and staff teams working must read and sign the Behaviour Support Plans for the pupils they work with. The Class Teachers and Team Leaders are responsible for ensuring all of their teams read the plans and sign to acknowledge they understand them.

Physical Intervention

At Stone Bay School, physical interventions are only employed after other, less intrusive, methods have been fully explored and found wanting. Prevention of challenging behaviours through alternative methods should reduce the extent to which physical interventions are employed.

Physical interventions are not seen as a discrete self-contained package, but a graduated response to minimise conflict/anxiety and avoid confrontation. At Stone Bay School, staff working with pupils, are trained in positive approaches to behaviour change and also in PROACT-SCIPr-UK® techniques/interventions appropriate to the needs of the children in their education and care. Staff are only to use techniques taught and authorised by Stone Bay School.

Force is usually used either to control or restrain - ranging from guiding a pupil to safety by the arm to a student needing to be restrained to prevent violence or injury.

- It must always be 'Reasonable in the circumstances' meaning using no more force than is needed.
- Control means either passive physical contact, e.g. standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control when they are resisting.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. (DfE 2013)

After every physical intervention, an Incident record for use of physical intervention will need to be completed by the relevant member of staff. on the same day the incident has taken place. All staff have a duty of care to check for possible injury to a pupil or any other party involved (as stated in Section 550a and circular 10/98 of the Education Act).

Parents/Carers will be contacted by telephone and informed in all cases. If we are unable to reach parents/carers by telephone on the same day a note will be sent home via the home/school book.

In some cases, an accident form will also need to be completed.

If the intervention involves a Child in Care the Social Worker/Care Manager will also be informed.

Following a physical intervention, pupils will be given recovery time and low demand activities to ensure the situation is not reignited. Members of staff involved in difficult incidents must also be given the opportunity, as necessary, to recover and be debriefed.

Every incident involving a physical intervention is debriefed by the Behaviour support officer, SLT, or a member of the behaviour team. This also gives the team a chance to reflect on the staff's practices advice on future incidents and ultimately reduce the use of future physical intervention as per the government guidelines. Reducing the Need for Restraint and Restrictive Intervention

Physical Interventions should only be used when all other strategies have been tried and found to be unsuccessful. PROACTSCIPr-UK® physical interventions are not pain or punishment based and should be used for the least amount of time and least amount of force and intrusion.

Strategies for physical contact/interventions should be detailed within a behaviour plan/care plan formulated for the pupil. These interventions must then be properly and regularly reviewed.

The Legal Framework surrounding Physical Interventions

Physical interventions will only be used as a last resort and in accordance with the BILD Code of Practice, The Health and Safety at Work Act, 1974 (HASAWA) and KCC Guidelines and will also conform to the PROACT-SCIP®UK principles. Planned Physical Interventions will be specified in pupils' individual Behaviour Support Plans.

However, Stone Bay School considers non-restrictive manual guidance of pupils to be supportive practice; this will include assistance up to and including touch support. Physical interventions beyond this (e.g. One and two-person escorts and wraps) are considered restrictive and must only be used in the scenarios stated below.

The non-statutory guidance, 'Reducing the Need for Restraint and Restrictive Intervention' states that, *'Restraint should only be used where it is necessary to prevent risk of serious harm, including injury to the child or young person, other children or young people, to staff, the public or others, if no intervention or a less restrictive intervention were undertaken'*.

When deciding whether to adopt a Physical Intervention staff need to be asking themselves:

- Is the proposed intervention in the best interest of the individual?
- Is it the least restrictive intervention that can be used?

Staff must be able to answer 'Yes' to each question in order for the intervention to be legal.

PROACT-SCIP®UK suggest using the acronym TINA when considering the use of Physical Intervention, THERE IS NO ALTERNATIVE.

Should a pupil demonstrate one of the legally stated categories, physical interventions may be used as an emergency response to cease or to prevent the following:

- Self-injury
- Injury to others
- Severe destruction of property
- Committing an offence

Physical interventions may only be used by members of staff who have undertaken the accredited training. However, all staff have a duty of care to intervene when the above categories apply. In those cases, the minimum reasonable force, the minimum duration of time and "least restrictive physical intervention" (BILD CofP) must apply, whilst maintaining the dignity and safety of all concerned.

Force should be used as a protective measure and never as a disciplinary penalty (Education Act 1996, Section 548)

Physical Interventions are only to be used:

- In the best interest of pupils
- For the shortest period of time

- Using the minimal reasonable force
- With respect to the child's personal dignity
- With respect to age, gender and cultural background
- With consistency of approach from staff
- Where staff support each other in managing a crisis
- When they are based on a gradient support
- When other strategies have failed

Physical interventions should not:

- Cause injury
- Punish
- Cause Pain
- Create distrust
- Become routine
- Force compliance
- Be used in anger
- Humiliate a child
- Deprive
- Frighten
- Take the pupil's body out of natural alignment
- Hold joints
- Restrict breathing or impact upon the pupil's airways

Minimising the need to use physical interventions

Stone Bay School follows the BILD Code of Practice Guidelines 4th Edition linked to the use of Physical Interventions. A Pupil with an identified Physical Intervention within their Behaviour Support Plan should also have a Physical Intervention Reduction Plan contained within it.

(See Behaviour Support Plan Format - Appendix 3).

A record of all incidents, including those necessitating physical intervention, are kept on the Stone Bay Behaviour Support Database. The information contained in this database can show the amount of incidents an individual or groups are experiencing. This information can prove valuable when reviewing a pupil's Behaviour Support Plan as it can highlight specific difficulties pupils are experiencing or patterns in behaviour, e.g. specific lessons, environments or times where there are more incidents recorded. The Database allows precise monitoring of Physical Intervention Reduction targets.

Staff training

For all staff who work directly with pupils, training in PROACTSCIPr-UK[®] is mandatory. PROACTSCIPr-UK[®] Introductory Training will be provided for all new staff either before commencing employment or very soon after as part of their Induction Training. Refresher Training must then be undertaken annually and it is the responsibility of individual staff members to ensure they attend this training. Stone Bay School also offers on-going training linked to the learning/behaviour support needs of all pupils, including Autism Awareness and Positive Behaviour Support.

On commencing employment at Stone Bay School, all new staff will be provided with a copy of Stone Bay School's Behaviour Policy and Child Protection Policy.

All staff receive training in the use of core interventions which are Assertive Command, Stance and Protective Stance, Touch Support, One Person and Two Person Escort. (Refer to Physical Intervention Guidance at appendix 1 for full list of PROACTSCIPr-UK® Interventions which may be used at Stone Bay School). The additional listed interventions (apart from the core) will be taught to staff on an 'as needed' basis linked to the Behaviour Support Plan.

The Use of Seclusion and Timeout

Time Out

At Stone Bay School, we aim to support pupils' behaviour through pro-active means. Staff are encouraged to look for 'early warning signs' and may need to use available spaces within the school or classroom. Corridors, playgrounds, available classrooms and play areas can all be used to separate the pupil from the escalating scenarios.

A pupil may be withdrawn to another area in order to separate the pupil from the environment where unwanted behaviour is occurring, as long as the pupil is continuously observed and supported by at least one trained member of staff. The area may be secured to prevent the pupil from leaving (e.g. "double handled door") but must not otherwise be locked so as to exclude other members of staff. The period of time must be kept to a minimum.

It is vital that appropriate levels of supervision are maintained in order to ensure that the pupil remains safe, is not experiencing distress and has every opportunity to return to contact with others when ready.

At Stone Bay School time out should only be used as specified within the pupil's behaviour support plan and as part of an overall proactive approach.

Seclusion

It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.

Locked includes another person holding a door shut.

Seclusion is also sometimes defined as confinement alone in a room. This use, where a young person is forced to spend time on their own against their will, is considered to be a restriction of liberty and should usually only be used under the Mental Health Act, where secure accommodation has been approved, or where a court order is in operation.

The use of seclusion (where a pupil is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in exceptional circumstances and as a last resort. Seclusion is to provide short term management in an emergency situation to eliminate immediate high risk presented by the behaviour of an individual. Its sole aim is 'to contain severely disturbed behaviour which is likely to cause harm to others' *Department of Health 2008*

Staff may sometimes conclude that seclusion is in the best interest of the pupil whose behaviour is of immediate concern. Seclusion must always be proportionate to the risk presented by the pupil.

Seclusion can be defined by the following points

1. The pupil is taken to the room/area by a member of staff
2. The pupil is monitored from outside the room/area

3. The pupil is unable to leave the room/area

As with all Physical Interventions, staff should record and report the incident in accordance with school procedures. Details of duration, use of appropriate communication, level of support, etc. will be recorded on a Seclusion form with an accompanying Physical intervention form if necessary. Opportunities for pupils to leave the room/area will be offered at frequent intervals. At all times any pupil using the room/area should be constantly observed. A member of the Senior Leadership team must be called in any case where Seclusion occurs.

Staff must look carefully at the practice they are undertaking as 'seclusion' and the infringement this practice has on the student's human rights or Deprivation of Liberty (DoL)

Searching, Screening and Confiscation

Schools in England have powers to search and screen pupils and confiscate prohibited items. The Department for Education released Departmental Advice called "[Searching, screening and confiscation](#)" January 2018. This advice applies to all schools in England.

Searching

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

[Links to other guidance](#)

This guidance relates to the following Stone Bay documents, policies and protocols;

- Written Statement of Behaviour Principles
- Complaints Procedure Statement
- Safeguarding Policy and Child Protection Procedures
- Administration of Medication Guidance
- Pupils Who Go Missing From School (including Residential Accommodation)

[Links to related policies, guidance and protocols](#)

[Human Rights Act \(1998\)](#)

[Guidance on restrictive physical interventions for people with learning disability and autistic spectrum disorder, in health, education and social care settings \(DH2002\)](#)

[Use of Reasonable Force \(DfE 2013\)](#)

[Behaviour and discipline in schools \(Dfe 2016\)](#)

[Special Educational Needs Policy](#)

[Child Protection Policy and Procedures](#)

[Pupils Who Go Missing From School](#)

[BILD Code of Practice. Fourth Edition.](#)

[Searching, Screening and Confiscation Advice.](#)

Appendix 1

Further Guidance on Use of Physical Interventions

Stone Bay School is a designated provision for children with severe learning difficulties, autism and challenging behaviour. There are strong associations between autism and behaviour problems. Children experiencing these difficulties require positive and supportive interventions alongside staff well trained in positive approaches to behavioural management and physical interventions. Stone Bay School acknowledge our duty to make reasonable adjustments for specific needs of individual pupils (Use of Reasonable Force - DfEE, 2010).

It is acceptable to hold a child by the hand or the arm to quietly direct or escort them elsewhere (touch support). It is also acceptable to hold a child firmly to prevent self-injury, injury to others or severe damage to property. Staff may, on occasions, need to use physical interventions which will be based on approved PROACT-SCIPr-UK® techniques.

At Stone Bay School there are a wide variety of incidents in which physical interventions may be appropriate or necessary to support, calm, escort or 'restrain' a child.

Supportive Physical Contact

- i) Touch support (ii) escort holds

At Stone Bay School, many children require gentle touch/contact throughout their school day. During these times PROACT-SCIPr-UK® principles and techniques will be implemented to ensure safe handling at all times

- to encourage them to move from a-b
- to remain seated or within close proximity of adults
- to encourage gentle physical contact of others and demonstrate appropriate gentle handling
- to support children with mobility difficulties
- to assess the level of physical stress, anxiety in children
- to place adults in safe physical position to monitor possible escalation in challenging behaviours

Children who experience difficulties with physical contact and touch will not be held using supportive physical contact. Close proximity and modelling of these techniques may be appropriate.

PROACT-SCIPr-UK® Physical Interventions

- Assertive Commands
- Protective Stance
- Touch Support
- One Person Escort
- Two Person Escort
- Front Deflection
- Front Approach Prevention
- Front Arm Catch
- Front Choke Release
- Front Choke Windmill Release
- Back Choke Release
- Front Hair Stabilisation/Release with Assistance
- Back Hair Stabilisation/Release with Assistance

- One Arm Release
- One Arm Release Variation
- The Hug

Physical interventions listed above may be appropriate/necessary for a variety of reasons;

There is an imminent risk to self:

- a pupil is absconding and of risk outside school environment
- Self-injurious behaviour, e.g. head banging, self-biting, excessive masturbation, self-scratching, eye poking etc.
- behaving in a self-destructive fashion e.g. climbing on unsafe area or in an unsafe manner eating dangerous materials e.g. plastic bags

There is an imminent risk to others (staff or pupil); behaviours might include:

- biting
- hair pulling
- smacking
- kicking
- inappropriate touch e.g. strangling rather than hugging
- punching
- scratching
- throwing “missiles” e.g. cups, plates, tables
- hitting with implements/weapons
- pupils’ fighting
- rough play

There is an imminent risk of damage to property:

- destroying other pupils’ personal possessions, e.g. materials in bedroom in residential setting
- smashing windows
- smashing furniture
- cutting electrical wires, phone lines etc.
- smearing faeces in communal areas
- destroying physical environment
- damaging school grounds
- damaging cars.

There is an imminent risk to well-being, good order and security of peers: persistent refusal to leave classroom/area due to seriously disruptive behaviour, serious disruption of a setting that creates high levels of anxiety, limited learning for other members of the group. This will be dependent on peer group, general behaviour of classmates and accepted levels of behaviour in specific environments but may include:

- continual/persistent screaming/shouting
- continual/persistent swearing/verbal abuse
- refusal to wear clothes
- urinating in class area
- flooding classrooms

- continual food throwing
- grabbing other people's food
- destroying others' work
- obsessive/ritualistic behaviours – very high levels e.g. climbing over classmates' desks continually
- refusal to accept sanctions

A child is engaged in a criminal act. Any intervention must be reasonable in relation to the danger presented by the pupil's behaviour.

Supine Control will only be used by named staff in consultation with The Loddon School.

Support for Staff

Staff who have had to use physical intervention will be offered the opportunity to discuss their feelings about the incident as soon after completion of the recording pro-forma as is helpful. It is an expectation that all staff acknowledge the importance of talking to a senior member of staff to discuss the issues raised for them personally by using physical interventions.

The Governors and managers of the school will support the actions of staff in the use of physical intervention provided that they have been conducted in the context of this guidance and the methods endorsed by PROACT-SCIPr-UK® have been used.

Coping with the range of challenging behaviours presented in the school is both emotionally and physically demanding; the school and all staff have a responsibility to support team members in the following way:

- We encourage an atmosphere in which staff feel free to discuss problems -challenging behaviour causes problems for everyone - difficulties are not seen as failure
- We have a range of formal meetings to consider solutions to challenging behaviour and to share knowledge
- We must be able to rely on each other for mutual support
- We share behaviour management programmes with all staff to maintain consistency
- Staff may experience physical injury - it is accepted that staff may need time and support to recover. Support may be offered by team members or the management team

Post incident management for pupils is an area of developing work. Currently this is reviewed on an individual basis, providing pupils with support in a way that suits their particular needs. The aim is always to rebuild the relationships and to enable the pupil to feel safe and valued.

Complaints

See Complaints Procedure Statement (C5)

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated
- Reasonable force will provide defence to any criminal/civil prosecution
- Suspension must not be an automatic response when a member of staff has been accused of excessive force(Use of Reasonable Force 2012)

Appendix 2

Permitted and Forbidden Sanctions

Permitted Sanctions are

- **Withholding a proportion of pocket money** – may be used for a short period of time. This may be linked to;
- **Restitution** – paying a nominal amount towards the cost of making things good e.g. possession of another pupil deliberately damaged
- **Reparation** – completing a chore which should be relevant to the misdeed e.g. tidying up if items have been deliberately thrown around the room
- **Curtailed of Activities** – e.g. not going on an outing if on-going behaviour threatens the enjoyment/wellbeing of other pupils, not being allowed to stay up late to watch a specific TV programme
- **Removal of Pupil's Property** – e.g. if damaging own PlayStation/ TV or refusal to switch off at bedtime – after consultation with line manager
- **Slightly Earlier Bedtime** – no more than one hour before normal bedtime

Forbidden Sanctions are

- **Corporal Punishment** – this includes any intentional use of force as a punishment such as slapping, throwing missiles, rough handling
- **Withholding Food or Drink** – deprivation of food or drink means the denial of access to the amount and range of food available to other pupils in the area. *NB. This does NOT include any dietary restrictions in place for medical reasons*
- **Imposition of Fines** – this does not include temporary withholding of pocket money or nominal contributions to the cost of repair or replacement of a deliberately damaged item
- **Restriction or Refusal of Visits/Communication From Family/Friends** – however, in some circumstances Care Planning may define some restrictions on contact due to legal reasons, protection and wellbeing but never for punishment
- **Requiring A Pupil to Wear Distinctive/Inappropriate Clothing** – this does not include school uniform, safety or sports equipment for specific activities
- **Withholding Medications/Medical or Dental Treatment** – as a sanction, this would be totally unacceptable and a CP issue if it occurred
- **Seclusion** – the use of seclusion as a sanction or punishment is totally forbidden and a potential CP issue
- **Intimate Physical Searches** – rarely, a search of a pupil's clothing may be necessary if s/he was known to be hiding a potentially harmful object to self or others. Never to be used as a punishment or to humiliate

Appendix 3



Behaviour Support Plan

Class team	Residential Team
	Parents/Carers

Escalation Profile

⇒	⇒	⇒
First Level Indicators	Second Level Indicators	Crisis
	Restrictive Practice	

It is important for staff to recognise indicators of anxiety/distress in order to support in the best way possible and to ensure we promote self - management of behaviours, this may include meeting needs through his communication system. We have identified three levels to provide guidance on the most effective way to support during these times. It is important to consider that behaviour may escalate through to secondary or third level indicators, the opportunity should be provided to self-manage his anxiety without the need for restrictive practice.

Key Information:

Baseline Indicators
•
Baseline (Proactive) Strategies
•
Second Level Indicators
•
Second Level (Active) Strategies
•
Crisis Indicators
•
Crisis (Reactive) Strategies
•

Pupil: Synopsis

Reading Group:	
Expressive Communication:	
Receptive Communication.	

Summary of Additional Need.

This has an effect on her/his ability to socially interact in an appropriate manner, her processing time, her receptive communication and her ability to expressly communicate her needs and wants. This results in actions and behaviours that can offer a significant challenge.

This document provides a summary of data collected from incident reports. In-depth data is used to analyse an individual's presentation or when a greater understanding of specific actions is required.

Quality of life goals.

- To develop appropriate responses to peer and staff interactions.
- To reduce the level of restriction.
- To reduce the frequency of physical interventions.

Environmental Adaptations.

Strategies here.

Interaction preferences.

Known preferences here

Summary of Known Presenting Actions by Likelihood (Last 360 days).

Frequency Timeline.

Known Antecedents.

By antecedent we mean the situation prior to and during an incident.

Functional Analysis.

In-depth functional analyses are carried out on specific actions we are seeking to interpret. The functional assessment (below) collates data from all incidents and is based on the professional judgement of staff. This will inform the strategies we use to support.

Skill teaching linked to functional assessment.

Focus on CSCB to replace actions with communicative intent.

The need to wait for items.

Use of social stories to aid understanding of why she cannot access certain items.

Risk Assessment

Specific control measures

Any Specific risk assessment interventions

Use of Restrictive Practice.

To maintain safety restrictive practice may be required. This will be based on a planned strategy and reviewed regularly.