



Little Heath School Behaviour Policy Pack

Collated 9 March 2018

Little Heath School strives to be an environment of calm and supportiveness, where everyone is valued. Positive messages and wellbeing are promoted through assemblies, the curriculum, special events, visitors and through the countless interactions between staff and pupils every day.



We serve pupils with a wide range of complex needs and learning difficulties, with many stated for their behavioural difficulties. As such, we recognise that challenging behaviour is a pupils' way of communicating a need or issue or attempting to belong. Our staff helps our

find another way to communicate or to belong and makes this a key part of our pupils, and sanctions our young find another way to communicate or to belong and makes this a their learning and education. We will always look to be positive in approach, finding opportunities to encourage and praise our keep their dignity at the heart of everything we do. Where are required, we will look for these to be logical and meaningful to people. A significant level of pupils' challenging behaviour is unconsciously done, in which case sanctions may not be appropriate at all.



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The 5P Approach



The school makes use of the 5P Approach to behaviour, which provides a framework for meeting the pupils' needs. Every pupil has a regularly updated 'green zone' which sets out the individual requirements and approaches needed to keep them happy, calm and ready to learn. For pupils who exhibit persistent challenging behaviour, they have an 'intervention hierarchy' which maps out the strategies needed to support them and return them to their 'green zone'. They may also need one to one or small group support from a range of staff members or external professionals.

In situations where pupils may cause serious harm to themselves, others or serious damage to property, it may be necessary to apply positive handling (Team-Teach) strategies or make use of a calm room. In both these cases records will be kept Incident Management Recording system, and in the Numbered Book (positive handling) and calm room be reviewed on a regular basis by the senior team to ensure best practice is being followed.



on the school's Bound and log. These will leadership

In addition, Little Heath School:

- Keeps records of incidents of challenging behaviour using the Incident Management Recording system which can help in recognising patterns or causes for challenging behaviour and can be shared with other professionals or parents/carers where appropriate. These records will maintain the dignity of the pupils involved and use professional language as set out in the IMR guidance.
- Provides all staff with information about our pupils' needs and, where necessary, training in order to support effectively.
- Does not tolerate racism and promotes the values of mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. We follow the procedures outlined in the Equality Policy.



Introduction

Staff at Little Heath School are trained to look after students in their care. They have a duty to intervene in order to prevent students from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'restrictive physical intervention' is used when force is used to overcome active resistance, and so does not apply to guides or supports to help a student in the right direction. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school. Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

Team Teach

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one day course led by qualified trainers with a single day refresher course undertaken every two years.

Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

Before using a restrictive physical intervention

We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and prompting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop
- Reminding them about rules and likely outcomes
- Removing an audience or taking vulnerable pupils to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort pupils to somewhere less pressured
- Ensuring that colleagues know what is happening and call for help.

Restrictive Physical Intervention

At this school we only use restrictive physical interventions when there is no realistic alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate.

Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied and techniques learned from Team Teach training should be attempted.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.

- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. "I am doing this to keep you safe."

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have an Intervention Hierarchy as part of the school's 5P Behaviour Management framework. This should details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past.

Post Incident Debrief

Following a serious incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective. It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an especially challenging incident. The school has an 'on-call' rota of members of the senior leadership team who can support with serious incidents.

The debrief should also include discussion about anything that can be learned if the behaviour arises again. This might lead to revision of the student's Intervention Hierarchy.

Recording

- All incidents of unacceptable behaviour should be recorded using the Incident Management Recording system.
- All serious incidents or incidents involving restraint will be recorded in the Bound and Numbered book.

Monitoring and Evaluation

Records of physical restraints will be monitored by the Senior Leadership Team on a regular basis.

Parents

When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling plan. Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following serious incidents.

Complaints and Allegations

Any complaints will follow the school's complaints procedure.

Little Heath School: Calm room and restrictive physical intervention – Procedure

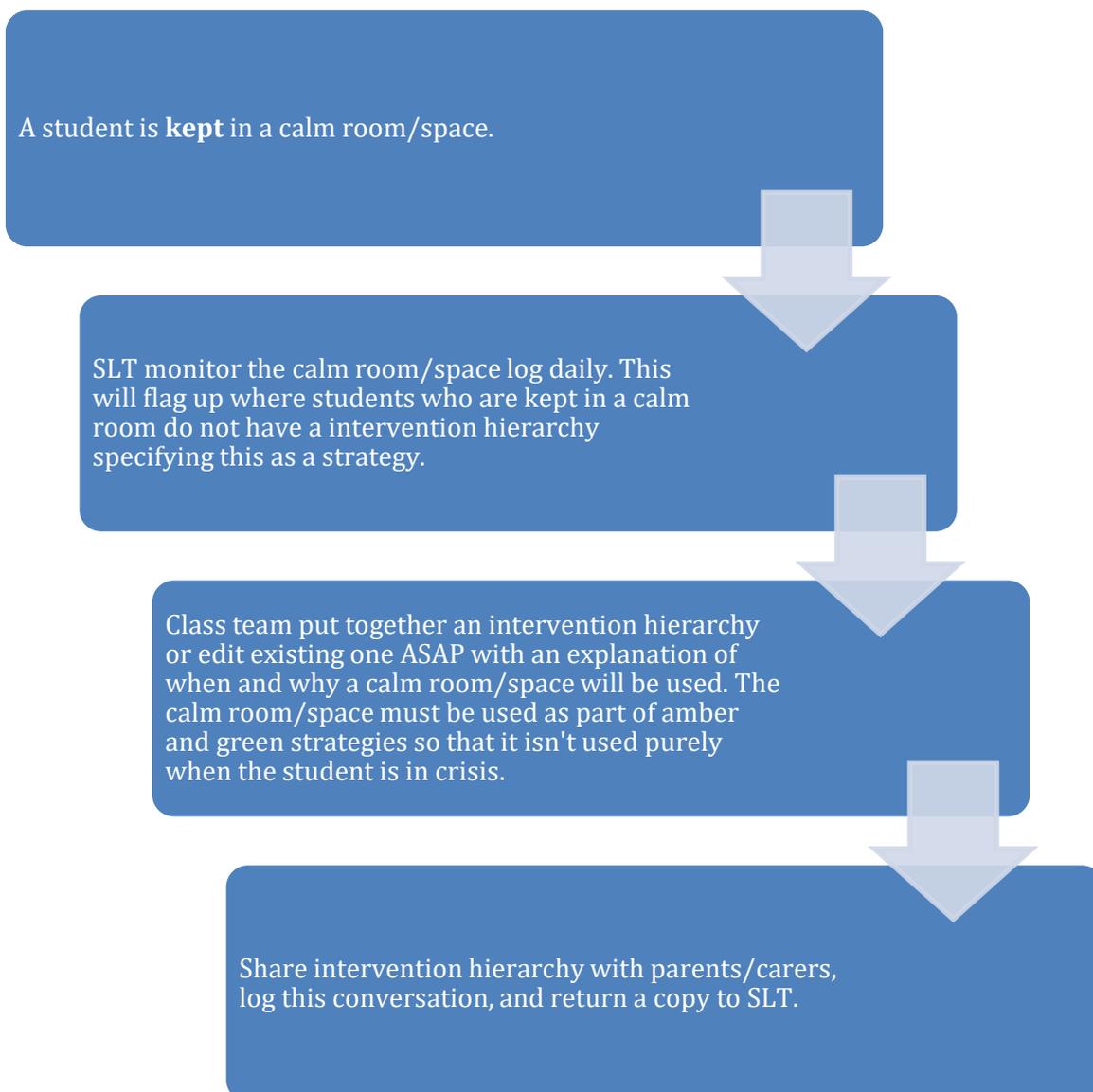


Please remember that when the calm room is used the log must be completed and that when a restrictive physical intervention is used the bound and numbered book must be completed. This is key in keeping students and staff members safe. If a student is 'kept' in the calm room (see below) or a student undergoes a restrictive physical intervention the incident should also be reported to the parents/carers by the form tutor or a member of the class team in their absence.

The home school agreement makes explicit reference to restrictive physical intervention and the use of calm rooms/spaces.

Calm rooms

A student has been **kept** in a calm room if they are alone in the room, the door is closed and they can't exit. This should only be used as a strategy to prevent serious harm to themselves or others, or serious damage to property.



Restrictive physical interventions

A restrictive physical intervention is one that restricts in any way the student's movement. This should only be used as a strategy to prevent serious harm to themselves or others, or serious damage to property. This is as opposed to a guide, in which the student is being steered or manoeuvred in a direction but is otherwise able to move freely and would be able to resist.

A student undergoes a restrictive physical intervention.

SLT monitor the bound and numbered book weekly. This will flag up where students who undergo a restrictive physical intervention do not have an intervention hierarchy specifying this as a strategy.

Class team put together an intervention hierarchy or edit existing one ASAP with an explanation of when and why a restrictive physical intervention will be used. This should include advice as to the most suitable restrictive physical intervention to use.

Share intervention hierarchy with parents/carers, log this conversation, and return a copy to SLT.



Introduction

At Little Heath School we recognise that adults need to use touch in order to provide sensitive and outstanding care for the young people we support. Staff often have concerns about touch for various reasons. However, at Little Heath School we believe that used in the right context touch can help develop the positive relationships between staff and young people which are fundamental to their well-being. Touch must always be used in response to the personal needs of the young person.

Principles

Touch is necessary as part of the development, emotional well-being, care, education, and quality of life of the young people we support.

This policy outlines when this may be needed and gives staff the direction and security for this to occur positively and productively while still protecting the young people in our care. The appropriate use of touch can also be used as a model for pupils to develop their understanding.

When using touch adults should always be able to explain the reason behind their action.

While we understand that there may be gender and cultural factors which affect the use of touch, the emotional and communication needs of the individual young people are equally important.

People of any age can want and/or need physical support / touch. The developmental age, emotional and communication needs of the individual are more important factors to consider than actual age. In most cases, the use of touch will be part of a pupil's Intervention Hierarchy.

In order for touch to be a positive experience, staff should be sensitive to any verbal and non-verbal communication a young person gives that might indicate that they do not want to be touched.

The exception to this is when a young person requires the use of physical intervention to prevent harm to themselves or others, or to prevent serious damage to property.

NB The staff at Little Heath School use TEAM TEACH approved methods of physical intervention which are in line with this Policy (see separate Positive Handling Policy).

How we use touch should be discussed openly and regularly between staff.

Guidance

This guidance has been written so that all staff will understand how to use touch safely and appropriately.

Touch can be used for the reasons listed below, but staff must always be alert to all positive and negative signals from the young person they are working with, which may include sexual arousal.

The ideas below are examples and are to be used as guidance depending on the situation, young person and support.

Communication	To gain attention when spoken language has not worked
Acceptable	Gentle and brief touch to the shoulder or hand, touching their hands to help them sign or use their PECS book
Unacceptable	Grabbing, pulling, or hitting

Physical Support	To help young people in educational tasks when needed
Acceptable	Caring "c", hand over hand in writing, linking arms, supporting physical activities e.g. PE/outdoor education/Sherbourne developmental movement
Unacceptable	Pushing, pulling or grabbing
Care	To carry out First Aid, personal and medical care for young people when necessary following discussion with the Nurse if appropriate
Acceptable	To wipe, wash or clean any young person with another member of staff in the room. <i>Wherever possible staff should be encouraging students to provide their own intimate care with prompts</i>
Unacceptable	To wipe, wash or clean any young person alone or to provide any intimate care when the young person has the ability to do it independently

Sensory Needs	To help those young people who are in need of sensory input manage their daily lives
Acceptable	Hand, forearm, shoulder and head massage. (This is specific to each young person's preferences)
Unacceptable	Massaging any other area of the body not mentioned above. Anything that stimulates a sexual response

Therapy	To carry out a therapy program on the advice a trained professional (Occupational Therapist, Speech and Language Therapist, Physiotherapist)
Acceptable	Appropriately following the program of a trained therapist who works with the school
Unacceptable	Carrying out a program or any specific exercises from another source e.g. YouTube or a program that is not specifically recommended for the young person

Safety	To protect young people from danger by physically intervening and managing challenging behaviours including the use of positive handling (TEAM TEACH guidelines and training)
Acceptable	Any approved Team TEACH techniques. In extreme circumstances where the young person may be in danger e.g. fire, running into the road, sharp objects or deep water a dynamic risk assessment must be made to ensure safety
Unacceptable	Prioritizing property over the safety / needs / well-being of the young person

Emotional Support	To provide reassurance and comfort when needed
Acceptable	Continuously assessing each individual situation and withdrawing any physical contact as soon as possible when the young person is feeling reassured e.g. brief hug, holding of a hand or linking arms

Unacceptable	Kissing of any kind. Prolonged physical contact that is not specified in a young person's intervention hierarchy
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Other relevant documents

- ❖ Team TEACH (Positive Handling)
- ❖ Manual Handling
- ❖ Risk Assessments (Toileting and personal care needs)
- ❖ Child Protection Policy
- ❖ Behaviour Policy
- ❖ PSHE curriculum