

Behaviour and Physical Intervention Policy

Park House School

February 2023

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- HM Government (2019) 'Reducing the need for restraint and restrictive intervention'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

PHS behaviour policy is reviewed annually and communicated to parents, pupils and staff via the school website.

Table of Contents

Behaviour and Physical Intervention Policy	1
Introduction	4
Aims	5
How is Positive Behaviour Supported at PHS?	5
Rewards	6
Consequences	6
Summary of Key Principles Underpinning the Policy:	8
Guidelines for Identifying, Supporting and Monitoring Challenging Behaviour	8
Behaviour Indicator Charts	9
Behaviour Support Plans	10
Behaviour tracking/logging	11
Physical Intervention, Use of Reasonable Force and Incident Record Forms	11
Reasonable Force	11
Permitted Techniques versus Non-Permitted Techniques	13
Use of Incident Forms	13
Further Guidance on Physical Interventions	14
Physical Support	14
Physical Contact	14
Physical Intervention	15
The Use of Barriers	15
The Use of Materials which Resist or Prevent Harmful Movements	15
Time out/Withdrawal/Seclusion/low arousal rooms	16
Pupils' Conduct Outside of School	17
Confiscation of Inappropriate Items	17
Responsibilities - Parents and Carers	18
Appendices	19
Appendix 1 - The risk assessment procedure	19
Appendix 3 – Audit of Need	21
Appendix 3 – Roots and Fruits	22
Appendix 3 – Daily Behaviour Log Example	23

Introduction

At Park House School (PHS) our pupils are here because they need our support with communication, interaction, attention or learning. They all have complex special educational needs.

Our pupils show a range of behaviours, some of which need to be addressed. They range from passivity or irritability to behaviours that challenge socially accepted standards. Behaviours can be divided into conscious and subconscious. The former, tend to have clearer motivations and can be described as behaviours 'we choose'. The latter tend to stem from anxiety, fear and confusion and can be described as behaviours which 'choose us'.

We believe that there are reasons why our pupils display these behaviours. In some instances, the behaviours shown by pupils are physical manifestations of heightened anxiety arising from environmental, communication, interaction, emotional, sensory, medical or learning difficulties. Sometimes they are a consequence of pupil's raised anxiety levels, arising from their belief that what they are being asked to do, at that particular time, is outside their abilities and/or confidence levels.

Our approach is to try to discover when and why pupils show these behaviours. This is called a functional analysis. We work with a multi-disciplinary team (comprising of psychologist, occupational therapist, speech and language therapist, teacher, and keyworker) and families to understand the 'root' cause of behaviour. We try to understand any challenging behaviour, identify foreseeable risks and plan our responses accordingly.

Pupils, staff and parents work together to develop and implement Behaviour Support Plans that are personalised and available in the classroom for everyone to read and follow. These Behaviour Support Plans are written in line with Educator Solutions (Norfolk Steps) policies following completion of a pupil's:

- **'roots and fruits' chart** i.e. identification of the impact of past experiences on behaviour
- **anxiety map** i.e. a chart plotting how behaviour changes through the day
- **audit of need** i.e. a review of all foreseeable risks relating to past behaviour in order to reduce the risk of harm to the pupil, staff members or general pupil

Pupils are always treated fairly and with dignity and respect

It is embedded in the ethos of PHS that pupils are encouraged and supported to manage their own behaviour to help their social development. To support them with this, the school provide the following: (*this list is not exhaustive*)

- regular tutorials with learning mentors
- sensory circuits
- zones of regulation
- social thinking/social skills work
- functional living skills programs

Patterns of behaviour have usually developed over a long period of time and we recognise that changes do not occur overnight. We work hard at PHS to provide Pupils with positive,

sustained and consistent support. We aim to teach Pupils alternative skills and ways of interacting in order to self-manage their anxieties and thus maximise their life chances.

All staff at PHS receive training on positive behaviour management / positive handling techniques. This is delivered by PHS Norfolk Steps accredited tutors who are annually re-accredited. All staff at PHS attend an annual refresher course on the above, also delivered by PHS Norfolk Steps tutors.

Aims

The whole curriculum delivered at PHS is aimed at ensuring the best quality of life in adulthood for every pupil, which may include reducing socially unacceptable or harmful behaviour, in relation to the complex needs of the pupil. Our base line of expectations is that pupils will:

- refrain from causing intentional harm to others, to themselves or their environment
- as far as possible, accept responsibility for their actions
- where able, show concern and care for others

This policy provides an overview of our values and approaches to promoting positive behaviour, followed by guidelines regarding positive behaviour support.

How is Positive Behaviour Supported at PHS?

At PHS pupils are encouraged to develop socially appropriate and acceptable behaviour through our whole school ethos. Behaviour that challenges is reduced through giving all pupils an individualised, relevant and appropriate curriculum with emphasis on the development of communication and interaction skills. Success is consistently and constantly rewarded

Staff are confident in using a variety of strategies including humour and negotiation, to resolve challenges in a positive and supportive manner.

Lessons are well-planned and delivered. Pupils are supported to manage change and transitions through the day. Pupils receive frequent opportunities for success, chances to exercise choice, to develop independence and to receive rewards for positive behaviour.

Staff are aware that negative experiences create negative feelings and negative feelings create negative behaviour, and conversely positive experiences create positive feelings, and positive feelings create positive behaviour. Our aim is to create a positive learning experience for all our pupils.

Pupils who display challenging behaviour will have a Behaviour Support Plan, which is regularly reviewed. (See the section entitled 'Guidelines for Identifying, Supporting and Monitoring Challenging Behaviour')

The key areas for the development of positive behaviour are shown below:

<u>Curriculum</u> Individualised to meet the needs of Pupils	<u>Environment</u> Including the physical set up of the room and appropriate strategies to support arousal levels
<u>Good Team Preparation/Planning</u> Including regular multi-professional meetings/home visits to support parents	<u>Rewards/Consequences</u> (see below for more detail)

Rewards

Staff pay attention to and reinforce appropriate behaviour. They recognise that rewards are most effective when they are given immediately. They do not make a big issue of minor transgressions or small mistakes but set the pupil up to succeed the next time.

In behavioural term reinforcement is the use of techniques to increase a behaviour. This can be through the presentation of a positive stimuli (positive reinforcement) or through the removal of a negative stimuli (negative reinforcement), for example, if a pupil enjoys receiving stars on a chart and they complete some work and receive a star, this is reinforcing the completion of the work (positive reinforcement) or if a pupil does not like loud noises and they request to leave a noisy room, this is enable and so the noise is removed this reinforces the request to leave (negative reinforcement)

Staff are creative with the use of meaningful rewards. For example, some pupils are motivated by time on the computer, some by watching the washing machine! Small rewards are given immediately but pupils are also able to work towards bigger goals e.g. a trip to the cinema or the café (or whatever the pupil accepts as a positive consequence for appropriate behaviour). Rewards are changed regularly to ensure they remain effective.

Once a reward has been earned it is never taken away.

Consequences

Park House School rejects the use of corporal punishment. There are long term dangers associated with the use of punishment. Punishment is an external discipline imposed by staff through rules and suppression which may only achieve a short-term change.

In behavioural terms punishment is the use of techniques to reduce behaviour. This can be through the removal of positive stimuli (negative punishment) or the application of negative stimuli (positive punishment) for example, if a pupil is enjoying using the iPad, they then swear at a staff member, the iPad is removed this would reduce the swearing (negative punishment) or if in this case they are made to sit in a quiet room with a staff member, this is unpleasant and so again reduces the behaviour by the introduction of something unpleasant (positive punishment)

Furthermore, punishment can result in the loss of self-esteem and depression. Fear of punishment can have a negative effect on pupils which leads to defensiveness and aggression. Staff guard against making meaningless threats. Pupils at PHS **are not punished** but supported in realising that their actions may result in consequences.

Working with pupil's experiences and feelings creates an *internal* discipline. This results in long-term change. Our goal is to achieve long-term change or learning.

To create change, staff attempt to understand, not simply suppress, the behaviour. At PHS pupils are encouraged to recognise that there are natural consequences (be they educational or protective consequences) to behaving in a particular way e.g. if one pupil breaks a laptop belonging to another pupil the educational consequence might be that they have to lend them their own laptop while the broken one is being repaired. A protective consequence might be one where a pupil is not allowed to go off site when, for example, they are in such a heightened state they may run into the road or be using inappropriate language etc. The consistent use of consequences has more effect than the severity of the consequence. We aim to ensure that consequences are proportionate to the behaviour.

NB Pupils are never deprived of food or drink.

Examples of Rewards	Examples of Consequences
<ul style="list-style-type: none"> • Social praise • Attention • Smiley faces • Ticks on work or against names on the board • Stickers • Certificates • Letters home • Tangibles e.g. time on the iPad, a visit to the cinema or McDonalds 	<ul style="list-style-type: none"> • Completing tasks • Limited access to outside space • Escorted in social situations • No availability of minibus/car • Assisting with repairs • Differentiated activity space • Restorative meetings • Exclusion *Please see below

At PHS staff are expected to:

- understand that classroom authority is not about 'power' but about giving instructions, choices and consequences
- model good behaviour; to avoid shouting, becoming emotional, using sarcasm or humiliation
- understand the differences between the roles of professional educator, friend and parents
- use **every** available opportunity to support pupils in developing their skills
- support each other constructively
- meet as a team, following difficult incidents, but to show respect for pupils by not gossiping about acts of challenging behaviour beyond this
- seek help from a more experienced colleague in an emergency
- understand and respect that there may be a range of views on approaches and consequences
- avoid criticising how other colleagues work with pupil

- follow the guidelines for identifying, supporting and monitoring challenging behavior
- consider whether behavior under review gives cause to suspect that a pupil is suffering from some form of abuse. Where this may be the case, school staff should follow the school's safeguarding policy

***Exclusion** - It may, on very rare occasions, be necessary to exclude a pupil from school. This would be as a protective consequence, for example, due to extreme violence towards another pupil or staff member. Exclusion always requires authorisation by the Principal.

Summary of Key Principles Underpinning the Policy:

- Understanding that challenging behaviour can be the result of many factors including environmental, communication, emotional, sensory, medical or educational (behaviours can be divided into conscious and subconscious).
- Understanding that our approach is based on understanding the “root” cause of behaviour. We try to prevent challenging behaviour developing, identify foreseeable risks and plan our responses accordingly.
- Understanding that recognising early warning signs/triggers **and** having an appropriate plan of action results in more effective de-escalation of challenging behaviour when it does occur.
- Recognising that challenging behaviour is less likely to happen if pupils are provided with an appropriate curriculum and the demands that are placed upon them are appropriate to their developmental level.
- Understanding that pupils are more likely to thrive when given opportunities for success, to develop independence and are rewarded for appropriate behaviour.
- Understanding that challenging behaviour might lead to consequences for the pupil but that this is **not** the same as punishment.
- Understanding that during a crisis we manage risk or harm.
- Understanding that after a crisis we reflect, repair and restore.
- Understanding that changes in behaviour do not occur instantly but, sometimes, over a long period of time.

Guidelines for Identifying, Supporting and Monitoring Challenging Behaviour

All pupils in PHS have a **Behaviour Indicator Chart**. This is a colour-coded chart which identifies the triggers for behaviour.

All pupils at PHS have a **Behaviour Support Plan** (*N.B this may also be referred to as an **Individual Risk Management Plan***) drawn up by the multidisciplinary team.

The **Behaviour Support Plan** will correspond to the pupil's **Behaviour Indicator Chart**. **Behaviour Support Plans** are designed to establish consistency and to help all staff to work with the pupil. They also provide a record to allow monitoring of behaviour levels over time.

More detailed **Behaviour tracking/logging** over time will be undertaken, when appropriate, and will be used to support the formation of new **Behaviour Support Plans**.

Any '**incident**' which has involved very challenging behaviour or the need for positive handling techniques will be appropriately recorded, on the '**Incident Record Form**'. The incident forms are on CPOMS (the electronic recording system used at PHS) i.e. staff are able to record the incident electronically. Once an incident form is completed on CPOMS it will be sent to the psychologist and the Behaviour Support Assistant for review. Checks will be made to ensure consequences/sanctions for behaviour are appropriate. Staff cannot make amendments to the incident record without permission. The staff members involved will be debriefed and appropriate action taken to prevent a recurrence occurring.

The psychologist and Behaviour Support Lead analyse incidents logged on CPOMS for patterns in behaviour e.g. incidents consistently occurring at particular times of the day etc.

Any '**incident**' which has required the use of positive handling techniques will be reviewed by the psychologist and Behaviour Support Lead to ensure it meets one of the four legal reasons for using positive handling. (see Appendix)

Behaviour Support Plans are discussed at the pupil's Annual Review. Parents are given the opportunity to talk about any significant changes to the plan that occur over time. The professional responsible for leading the review ensures that parents and all relevant staff are provided with the behaviour Support Plans and any subsequent amendments.

If a pupil exhibits very challenging behaviour causing grave cause for concern it will be necessary to complete a more in-depth **Risk Assessment Process**. (See Appendix: **The risk assessment procedure**.)

Behaviour Indicator Charts

At PHS every pupil has a colour-coded chart (Green, Blue, Yellow and Red) which identifies the behaviour triggers and ways in which behaviour might develop or escalate. Staff provide daily records of pupil behaviour to facilitate analysis.

It is important for staff that are unfamiliar with the pupil to read the **Behaviour Indicator Chart** and the **Behaviour Plan**, before working with them so that they have an understanding of the way in which behaviour can escalate. **Each pupil will differ**. Challenging behaviour might escalate in a less typical way for some pupils than others. e.g. giggling is a less obvious sign that a pupil is unsettled than name calling or answering back.

The **Behaviour Indicator Chart** is broken into four parts as follows:

Green

These are the behaviours that the pupil is likely to show when they are settled. The type of behaviours listed at **Green** will vary according to each pupil's development level i.e. it will reflect behaviour that can be reasonably expected from a pupil. For example, it is **not** reasonable to expect a pupil who doesn't talk functioning at a two-year level to be able to remain seated for a large portion of the day whereas a more able pupil, working towards exams is more likely to be able to do so.

Blue

These are the behaviours that indicate that a pupil is under aroused/lethargic.

Yellow

These are the behaviours which indicate that challenging behaviour is escalating and can be described as 'difficult'.

Red

These are the behaviours which we want to avoid and can be described as 'dangerous'. They might lead to the use of positive handling techniques or the need for the pupil to leave an area or other pupils and adults to remove themselves. If a pupil has been involved in an 'incident' at this level, then an '**Incident Record Form**' will need to be completed on CPOMS.

Behaviour Support Plans

At PHS each pupil has a **Behaviour Support Plan** which matches their **Behaviour Indicator Chart**.

The plan will outline, as succinctly as possible, the strategies which help to maintain desired behaviour and the strategies which best support a pupil as they become unsettled. These will often include the de-escalation techniques learnt in Norfolk Steps training e.g. positive phrasing, planned scripts, limited choice, consequences, disempowering the behaviour.

Behaviour Indicator Charts and **Behaviour Support Plans** are reviewed at a Team Around the Pupil meeting (TAP).

Dates for TAP meetings are set according to the degree of challenging behaviour being displayed by a pupil i.e. some pupils will need them more regularly than others. However, **any** staff member who is concerned about a pupil can request a TAP meeting.

The **Behaviour Support Plan** is divided into four sections as follows:

Green

This outlines the behaviour that indicates a pupil is happy and settled; and the strategies needed to support this. It might include reward systems, the use of visual timetables, movement breaks and so on.

Blue

This will outline the strategies that should be used to help a pupil who is under aroused, for example a scooter/bike ride or a walk.

Yellow

This outlines the strategies needed to de-escalate difficult behaviour and to support a pupil returning to green. It might include positive scripts, gentle reminders about the

reward system, a deliberate purposeful movement break (e.g. delivering a message), a change of face and so on.

Red

At this stage the plan outlines what staff should do if a pupil escalates their behaviour to the point when the situation is unsafe. It outlines the responses staff might need to employ e.g. removing the pupil, removing other pupils or themselves. It might also identify possible appropriate positive handling techniques, which might be used as a last resort.

Behaviour tracking/logging

The behaviour of all pupils is tracked through the day. Key-workers record whether their pupil has stayed at Green or moved to Blue, Yellow or Red in each lesson. The information is recorded on a blank timetable and given to the Assistant Psychologist. Assistant Psychologist identifies whether there are patterns in the pupil's behaviour.

Examples of some of the questions it might help to answer include:

- Are there parts of the week when Red/Yellow behaviours are more likely to occur?
- Are some parts of the week more settled?
- Do days when the pupil has reached Yellow/Red coincide with medication changes or illness?
- Do days when the pupil has reached Yellow/Red coincide with any changes at home?
- Are there days when the pupil has reached Yellow/Red actually far fewer times than we perceive them to be? (Negative behaviour can overwhelm our perception of a pupil so that we forget their positive behaviour)

Behaviour tracking over time provides more objective evidence about how a pupil is performing and can be a useful basis for discussion at TAP and Annual Review meetings.

Physical Intervention, Use of Reasonable Force and Incident Record Forms

Reasonable Force

PHS follows the advice in the document published by the Department of Education entitled '**Use of reasonable force in Schools (July 2013)**'. A copy of this advice is attached to this document, however, in summary:

'This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.'

Key points are:

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.'

Our policy on the use of reasonable force “..acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).”

What is reasonable force?

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as 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.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. 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.’

The Education and Inspections Act 2006

All members of the school staff have a legal power to use force as defined in Section 93 of this Act. The use of force must relate specifically to the incident being experienced and staff must at all times ensure that their response is:

- Reasonable
- Proportionate
- Necessary

This Act which supersedes Section 550A of The 1996 Education Act allows the use of reasonable force or physical restraint, as a last resort and when there is no acceptable alternative. There are only 4 reasons for using positive handling/physical restraint:

1. To prevent the pupil from engaging in behaviour prejudicial to maintaining good order and discipline, whether during a teaching session or otherwise
2. To prevent them causing injury to themselves or others
3. To prevent them damaging property (belonging to others or themselves)
4. To prevent them committing an offence

Any force used should be the minimum needed to achieve the desired result. Pupils must not be restrained on the floor, in a face-down prone position or any other way that could restrict their breathing. In the event of a very dangerous situation, a member of the senior management team will be called.

Permitted Techniques versus Non-Permitted Techniques

Permitted techniques are described in the Norfolk Steps training. All staff at PHS undergo Norfolk Steps training by trained and certified trainers with regular refresher training provided on a minimum of a yearly basis. Photographs of these techniques are available to staff, and are attached to the 'Audit of Need'.

Non-permitted techniques are those described in the DfE '**Use of reasonable force guidance' (2013)**. They are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose

Staff must also avoid holding a pupil where that action results in

- a negative impact on the process of breathing
- pain as a result of the technique
- a pupil experiencing a sense of violation

The following can all result in pain, restricted breathing or the pupil experiencing a sense of violation:

- The use of clothing or belts to restrict movement.
- Holding a pupil down on to the floor.
- Pressure on the neck, chest, abdomen or groin.
- Hyperflexion of the body or basket type holds.
- Extending or flexing of joints.

The following can all result in significant injury:

- Forcing a pupil up or down steps or stairs.
- Dragging pupils to or from confined spaces.
- Lifting and carrying.
- Seclusion, where a pupil is forced to spend time alone against their will (This requires a court order, except in a severe emergency).

Staff should minimise risk to themselves and the pupils by following the PHS Dress Code e.g. tying long hair back to minimise the risk of the head being 'yanked' forcibly, avoiding wearing necklaces and/or loose scarves.

Use of Incident Forms

Staff must complete the '**Incident Record Form**' on CPOMS within 24 hours if they are involved in using restrictive physical intervention with a pupil.

This form should also be completed if a pupil:

- Breaks something or causes damage
- Hurts themselves or someone else
- Does something considered to be extreme for them
- When pupils get to 'Red' on their Behaviour Indicator Chart

It is important to ensure behaviour incidents are tracked accurately. When completing the form staff should try to answer the following questions:

- What happened prior to the incident?
- What potential harm was identified?
- Did you follow the Behaviour Support Plan?
- Did you use appropriate de-escalation techniques?
- What behaviour was displayed by the pupil (e.g. 'A' hit me on the arm with an open hand NOT 'A' showed aggressive behaviour)
- How did you respond?
- Did you use positive handling techniques and if so which ones? (e.g. I used an 'elbow tuck' NOT 'I held A'). Refer to the pictures in the incident folder for help with an accurate description.
- How was the incident resolved?
- Are changes required to prevent an incident like this happening in the future?

Any injuries sustained **must** be reported on the appropriate accident form and the form logged with a member of the SLT on the day the incident took place. Copies must also be put on the pupil's file.

Incident Forms are reviewed by the psychologist and Behaviour Support Lead on a weekly basis. If necessary, the pupil's **Behaviour Support Plan** will be reviewed. The aim of this will be to analyse the behavioural triggers, support staff in preventing behaviour that challenges recurring and minimise the need for restrictive physical intervention, in line with best practice (HM Government, 2019).

Further Guidance on Physical Interventions

Physical Support

Pupils are enabled to make choices and are provided with opportunities for learning appropriate to their individual needs. The school considers it to be an infringement of the rights of the pupils not to provide physical support when it is necessary. No intervention is used unless it demonstrably considers the welfare of the pupil, is in their best interest, is proportionate and balances the rights of both the staff and pupils.

Physical Contact

This is where proper physical contact occurs between staff and pupils in the context of supporting pupils who need assistance, for example with self-care, in PE, in comforting very developmentally young/delayed pupils or with pupils who have severe visual impairment for

example hand holding to reduce anxiety, providing message as indicated by their Sensory Need assessed by the Occupation Therapist.

We consider carefully whether any physical contact with pupils is necessary to support the pupil physically or emotionally to carry out the activity. We avoid it if it could be misconstrued in any way. Staff discuss whether the same aims could be met in other ways. Thus, a developmentally young adolescent pupil might seek a cuddle from a member of staff. Apart from those with the most profound and multiple difficulties, this is not appropriate within a school context. Pupils are directed to shake hands or just say “hello” instead. Over-demonstrative displays towards any pupil, for example kissing, are considered totally inappropriate.

Physical Intervention

Physical intervention is a proactive, supportive strategy to assist pupils. Examples of this are helping a pupil who is gradually learning to control their aggressive behaviour and requires escorting along a corridor, assisting a pupil to sit down or enter a classroom to enable access to the curriculum, hand-over-handwriting, learning new motor control patterns, helping pupils feel safe (e.g., arm linking by the road). These are part of a broader educational or therapeutic strategy. They involve little or no force.

The Use of Barriers

The use of barriers to limit freedom of movement is sometimes employed. For example, the external doors at PHS remain closed and staff use electronic key fobs to unlock the doors when leaving the building. The key fob can be overridden by buttons on every door in an emergency, but staff do not do this as a matter of course. The doors, therefore, discourage pupils from trying to leave the building and help to keep everyone safe. Older pupils, who have been risk assessed, are able access the key fobs to enter and leave the building without staff.

The Use of Materials which Resist or Prevent Harmful Movements

This type of intervention may be used to support a pupil's physical needs. Some pupils require support with positioning. This may involve a wheelchair, class chair or standing frame with associated systems to keep them in a safe and appropriate position. These systems constitute physical restraint in so much as they protect the pupil from movements which may lead to their discomfort or injury. Some developmentally young pupils continue to need supportive chairs once they can sit independently, to enable them to remain in a position from which they can take part in certain activities. Positioning equipment is always identified in collaboration with the Occupational Therapist. Pupils are never forcibly strapped into such equipment and it is not used to enforce participation in an activity which they clearly dislike.

Padded helmets or arm splints to prevent harm from self-injurious behaviour are also restraints. It can be very difficult to fade out the use of such items, therefore they are only used when other alternatives have failed and following a multi-disciplinary assessment of the pupil's needs.

Some pupils will need to use a five-point harness when travelling in cars, in order to keep themselves, and others in the car, safe.

These interventions are only used following a risk assessment and are included in the behaviour support plan.

Time out/Withdrawal/Seclusion/low arousal rooms

Supporting or encouraging a pupil to move from one area to another, as a response to escalating behaviour, can take a number of forms: it is important that everyone at PHS are clear about the distinctions between these different forms and that parents in particular feel reassured that such actions are only ever initiated to keep their children safe or help them escape from a situation that is causing them over-arousal, anxiety or distress.

Many people will be familiar with the term “TimeOut” which is sometimes used to describe the action of moving children away from one area to another. However, this is a punishment strategy which is intended to reduce the occurrence of a particular behaviour before they will be allowed back into the classroom or to return to the activity they were previously enjoying. At PHS we do not believe that pupils should be punished for trying to communicate to us that they have a problem with the current situation, whether that is a result of anxiety, over-excitement, boredom or frustration, and as stated above using punishment strategies like “time out” can have long term impacts on the wellbeing of the pupil. These techniques have no place in our model of positive behaviour support.

However, there may be times when a pupil finds the environment they are in difficult for several reasons – perhaps it is too loud, too crowded, too bright, or the activity has become too easy, too hard or gone on for too long. If these types of things are difficult for a pupil to handle, they should have been identified and become a focus for teaching, with the aim of such teaching being to empower pupils to be able to take the appropriate action to deal with these challenges independently (so they can cope with the situation for longer, or take action to reduce the anxiety e.g. by practising a self-calming strategy or leaving the room in a controlled manner). Teaching these types of skills can take some time and in the interim situations may still prove challenging to an individual pupil. When such a challenge arises and staff can see that a pupil is becoming anxious, upset or over-aroused in one setting, they may feel the best thing to help the pupil reduce their arousal level would be to leave the room and go and do an alternative activity with them in a different environment (perhaps in another room or outside– whichever area would best help the pupil to resettle). This action of “withdrawing” a pupil from an over-stimulating environment, to one that is better suited to provide an activity that will help to reduce their current arousal level, should be seen as a positive action related to redirection. If a pupil’s rising arousal levels are being well monitored then it should be possible to invite a pupil to willingly leave one area to accompany a member of staff to engage in a different activity elsewhere, without producing an escalation in the presenting behaviour.

Pupils may also choose to go to the ‘Den’, which is a low arousal room. This room contains a bean bag and has low level lighting. Pupils might be encouraged to go to the room but

they are never left unattended and they are free to leave at any time they wish. There is no 'closing device' on the door.

Pupils are never 'secluded' in the Den or any other room at PHS. The **Mental Health Act Code of Practice (2015)** acknowledges the particular risks attached to seclusion:

'Seclusion can be a traumatic experience for any individual but can have particularly adverse implications for the emotional development of a child or young person.'

If a person is isolated and prevented from leaving a room of their own free will then this meets the accepted criteria for seclusion, even if it is called by a different name. By preventing a person from leaving a room, seclusion is a deprivation of liberty. Seclusion is therefore permissible with a person who has either been detained under the Mental Health Act 1983 or is subject to a court order. Consequently, it is not a practice to which we ascribe at PHS.

However, there is a difference between deprivation of liberty (DOL) and restriction of liberty and it is also acknowledged that there may be occasions when a pupil's anxiety level rises quickly and dramatically (perhaps as a response to a sudden action or noise by another pupil) and in this heightened state of agitation, the pupil may find it hard to see the invitation to leave the area (as in "withdrawal") as something designed to help them. In these circumstances, if staff feel that moving to another area is essential to enable the pupil to resettlement, then they may feel it necessary to use physical contact to support the pupil to leave the room. When a pupil is withdrawn, staff should always plan to go with them and continue to use de-escalation strategies such as active listening, distraction and redirection to give empathy and support them in the calming process.

Pupils' Conduct Outside of School

Section 90 of the Education and Inspections Act 2006 state that staff have the power to discipline pupils for their behaviour outside the school premises '*..to such extent as is reasonable*'.

Confiscation of Inappropriate Items

According to **Section 94 of the Education and Inspections Act (2006)** we may search pupils if it is suspected they have any of the following items (this is not an exhaustive list)

- Knives/weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes/E-cigarettes
- Pornographic Images

Pupils themselves or their bags will always be searched in the presence of two adults.

Parents will be informed if a search and or a confiscation has taken place.

Pupils bringing in any of the above items will have appropriate consequence for their actions agreed in line with the PHS Behaviour Policy.

Responsibilities - Parents and Carers

We recognise that parents play a vital role in the promotion of appropriate interaction in school and the importance of positive home /school liaison, encouraging opportunities to discuss pupils' individual needs with carers.

The school expects parents and carers to:

- Inform the school of behavioural problems they experience at home.
- Inform the school of any health issues or medication that affect a pupil's behaviour.
- Inform the school of any trauma that affects a pupil's performance or behaviour.
- Inform the school if they seek external advice or support for behavioural difficulties
- remember that their presence at their child's IEP meeting (termly) and their child's Annual Review are conditions agreed upon when their child was offered a place on PHS role

We liaise with parents to discuss behavior support and will offer home visits if appropriate to ensure a consistent approach. In conjunction with parents, we will also refer to other agencies, such as The Neurodevelopmental Team or the Child and Adolescent Mental Health Service. For example, if there are concerns regarding an additional diagnosis such as ADHD, Tourette's syndrome, depression and anxiety etc.

Appendices

Appendix 1 - The risk assessment procedure

1. In extreme cases the Principal and/or the psychologist convenes and chairs a strategy meeting to gain an oversight of the situation, to review the behaviour support plan and other strategies in place and to form a judgment of the level of risk in respect of the pupil, other pupils and staff. Action to improve the situation is agreed and carried out with immediate effect. A written record of this meeting is given to the staff team. The parents are made aware of the school's concern and/or a home visit may be made to discuss the situation.
2. A further strategy meeting is held within 2 weeks to review the continuing risk and to discuss the success of action agreed at the previous meeting. Records of this meeting are again copied to the staff team and the parents are informed of its content and outcome. There are three broad outcomes:
 - a. It is agreed that the situation has improved sufficiently to be managed safely within existing resources. A further review is arranged within 2 weeks.
 - b. It is agreed that the continuing risk to the pupil, other pupils or staff, cannot be managed safely within the existing resources. The Principal/psychologist considers whether it would be appropriate to call an emergency review of the pupil's EHCP with a view to obtaining further resources or to consider whether the school can continue to meet the pupil's needs.
 - c. It is agreed that there has been a significant or sudden deterioration in the situation so that there is now an unacceptably high level of continuing risk to the pupil, other pupils or members of staff, which is not likely to be ameliorated by any additional resources which might reasonably be made available. The MDT considers whether it is necessary to exclude the pupil from school on a temporary or permanent basis. The placing Authority will also be informed that PHS may not be able to meet the pupil's needs.

The following questions are answered when assessing the possible risks attached to a situation, whether it is connected to manual handling, behaviour management or load movement.

- What is the hazard e.g. the pupil's behaviour, wet floor or heavy load to move?
- Have you identified any potential or actual risks?
- Who is at risk?
- What is at risk?
- In which situations do risks occur?
- Is injury or harm likely to arise?
- How serious are these adverse outcomes likely to be?
- What are your risk reduction options?
- What are the benefits and drawbacks for each option?
- How will they affect the risk?
- Which measures prevent risk?
- Which measures manage risk?
- Which measures cope with adverse consequences?
- Who needs to know and why?
- How will you inform them?
- Can you and other staff implement the plans and strategies?
- What training is needed?
- From where will you get it and when?

- Is there effective support?
- Are the risks prevented and managed?
- Are adverse outcomes addressed?
- What action will be taken as a result of this evaluation?
- When will the next review and evaluation take place?

Appendix 3 – Audit of Need

Planning for Restrictive Physical Intervention/Restraint

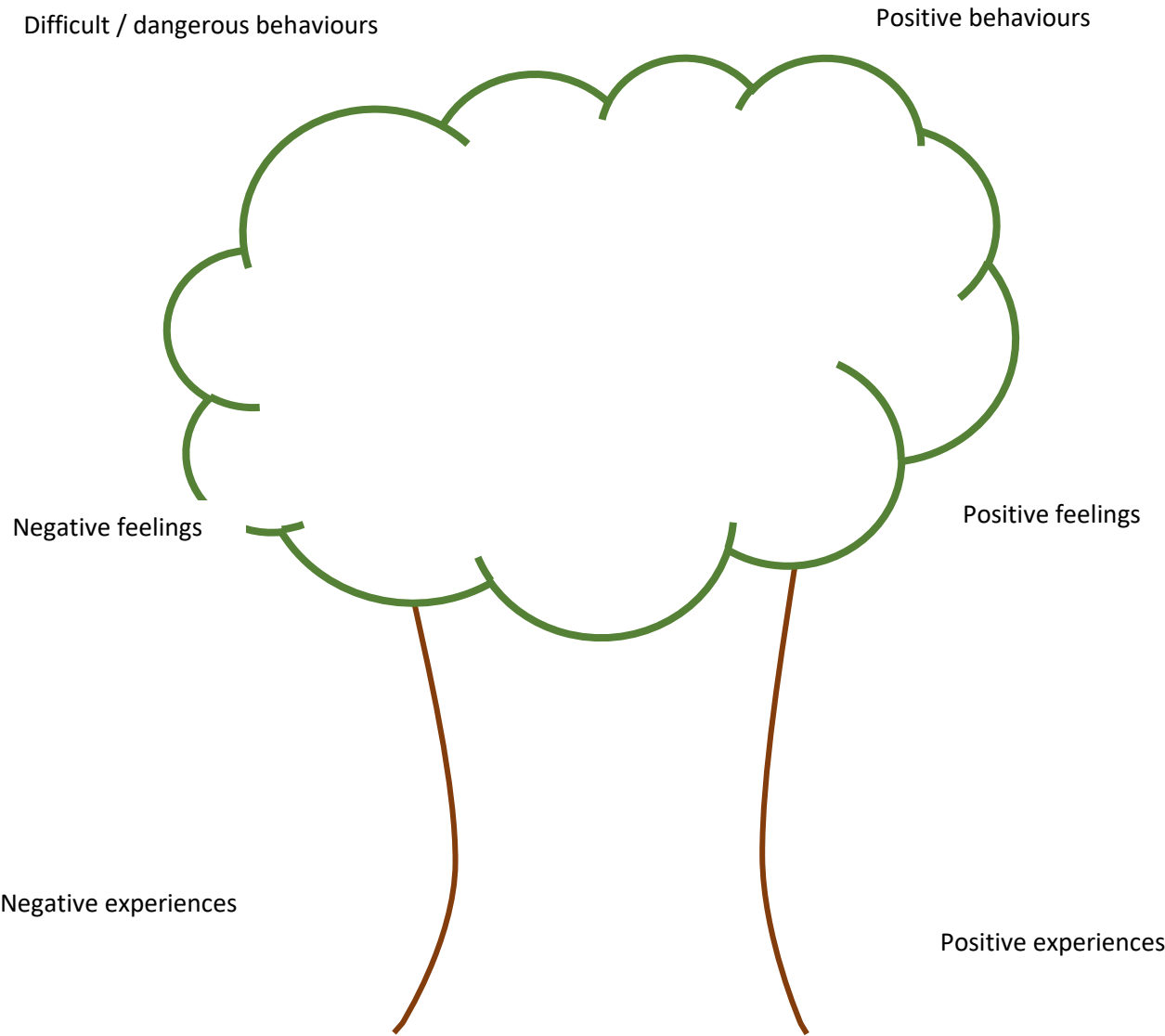
Audit of Need

Name	DOB	Setting
Justification – what is the harm that will be prevented?		
Is there a current individual risk management plan?		
Is there a current 'Roots and Fruits' plan?		
Is there a current 'Anxiety Map'?		
Physical characteristics – any height, weight, physical differences that staff should be aware of?		
Additional risk factors - medical or emotional diagnosis or needs, substance misuse etc		
Communication differences (eg. visual/hearing impairment, adaptive communication)		
Does any reasonable adjustment need to be made to ensure staff matching?		
Environmental changes that will reduce risk		
Preferred shape to hold individual – standing/sitting/kneeling/in chairs lone worker/figure of four/braced elbow tuck/shield		
Tips to improve safety – (eg. spitting/headbutting/kicking/dropping)		
Protective consequences – (eg. safe space/sensory room)		
Educational consequences –(eg. social stories/assisting with repairs/restorative meetings)		
Any additional information		

**REASONABLE, PROPORTIONATE, NECESSARY
LAST RESORT
TO PREVENT HARM**

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Appendix 3 – Daily Behaviour Log Example

Dangerous																												
Difficult																												
Prosocial																												
Lethargic																												
Time	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	13:00	13:15	13:30	13:45	14:00	14:15	14:30	14:45	15:00	15:15	15:30		
Session							Break						Lunch															