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# HOPE HIGH SCHOOL

# The Use of Positive Handling in Supporting Behavioural Change and Behaviour policy

**November 17**

**Review May 2018**

**Introduction**

This revised policy has been prepared as a result of a review of the existing Positive Handling and Behaviour Management Policy. The responsible person for the implementation of the policy is the Headteacher. This policy will be reviewed annually by the Governing Body.

This policy takes cognisance of, and is informed by, ‘The Use of Reasonable Force July 2013’ “The use of force to control or restrain pupils: guidance for schools in England”, published in 2010, the Education and Inspections Act 2006, joint guidance issued by the DfES and DOH in 2002 and 2003, and the guidance issued by ADCS in 2009 to Local Authorities in their protocol on restrictive physical interventions. All staff are Intermediate and Advanced Team Teach trained.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils, e.g. Child Protection, Safer Working Practice.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for students and volunteers working within the school to explain the school's arrangements for supporting a positive change in behaviour. Its contents are available to parents and pupils and is available on the school website.

The children and young people attend Hope High School as a result of placement for their Special Educational needs associated with severe social, emotional and/or behavioural difficulties with varying degrees of severity and complexity. As a result, the behaviour policy is of critical importance in meeting needs and addressing difficulties in addition to its usual role in securing good order and discipline throughout the school.

**The aims of Hope High School:**

* To enable all pupils to manage their behaviour in socially acceptable way: to allow them to function successfully on leaving school
* To help pupils make healthy choices, stay safe and to support the development of their emotional wellbeing
* To engage in a variety of curriculum and community opportunities that enable pupils to enjoy and achieve as successful learners
* To allow pupils time to develop an understanding and care for their environment
* To promote and encourage pupils to make a positive contribution to the school community
* To enable pupils to achieve the skills needed for economic wellbeing and to become independent and active citizens

In order to achieve these aims we will:

* Provide a broad and balanced curriculum for all children
* Offer and provide access to the National Curriculum, respecting children’s individual needs, and enable them to reach their fullest potential
* Encourage opportunities for inclusion into mainstream education where appropriate
* Help children to explore and make sense of the world in which they live by providing them with opportunities to express themselves appropriately
* Help children to cope with the physical and emotional challenges of growing up, through a programme of health and sex education
* Encourage tolerance and understanding of each other in order to foster mutual trust and respect
* Work, in partnership with parents, to develop and put into practice learning programmes
* Provide a structured environment which will allow for consistency of approach and develop feelings of security
* Develop self-esteem by helping children to build confidence and take pride in themselves and their achievements
* Provide an environment where children learn to improve their behaviour through praise and reward
* Develop links with the local community and enable children to be familiar with that community through the sharing of activities
* Provide a nurturing, caring environment where the safety of the children is paramount

The above clearly indicates a concept of education that fully embraces the education of the child in its broadest sense. Children with social, emotional and mental health difficulties may have an extremely poor self-image rooted in persistent failure, low attainment levels and low expectations for themselves. They can be adversely affected by a lack of control outside the school over which we may have little or no influence.

This behaviour management policy and associated strategies used is intended to establish a supportive structure within which children have clear boundaries enabling them to succeed in their learning and personal development and to make the best of the opportunities presented to them.

The head teacher, in consultation with the Governing Body, is primarily responsible for the establishment and maintenance of discipline within the school. However, the day-to-day management of behaviour is the collective responsibility of all staff, teaching and non-teaching. They have equal status and authority in implementing the behaviour policy. The exception to this is the exclusion of a pupil. This latter responsibility lays solely with the head teacher or deputy in his/her absence.

## Aim

A well behaved school is one in which there is a climate where pupils feel safe, enjoy learning, engage enthusiastically in activities, can access the curriculum and achieve high standards. The staff of this school aim to promote positive relationships, trust and co-operation to secure an enjoyable learning environment where expectations are clear and conflict is minimized.

In implementing this Behaviour Change Support Policy, we must be clear that each child is valued and that it is the inappropriate behaviour that is not wanted, not the child.

## Underpinning values

### Everyone attending or working at Hope High has a right to:

* recognition of their unique identity;
* be treated with respect and dignity;
* learn and work in a safe environment
* be protected from harm, violence, assault and acts of verbal abuse

## Pupils attending this school and their parents have a right to:

* be encouraged to make choices concerning their education and their lives;
* be aware that physical interventions should only be used in the pupil’s best interests;
* opportunities for learning which are appropriate to the pupils’ interest and abilities;
* individual consideration of pupil needs by the staff who have responsibility for their care and protection;
* expect staff to undertake their duties and responsibilities in accordance with the school's policies;
* be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
* be informed about the school's complaints procedure.

Staff should ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.

Parents should have committed themselves through the Home-School Agreement to work with the school to develop and ensure the good behaviour of their child and that he/she understands and follows the school’s Behaviour Change Support Policy at an appropriate level.

## Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the boundaries and support provided by staff. This protects the well-being and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. At Hope High physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our pupils, including the need/right to be safe from harm (from themselves or others).

Every effort will be made to ensure that all staff in this school:

1. Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
2. Are provided with appropriate and regular training to deal with these difficult situations.

## Minimising the need to use force

At Hope High we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour have an individual Behaviour Plan and personal Risk Assessment.

Students who have issues relating to sensory processing or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

The school teaches the fundamental aspects of Emotional Literacy to each year group to help pupils learn about feelings and managing conflict, and Restorative Approaches to Learning where this is appropriate to their level of development. The school curriculum and ethos promote independence, communication, choice and inclusion and pupils are given a myriad of opportunities for personal growth and to promote emotional wellbeing and the development of emotional intelligence.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. These alternative strategies will be used in preference to physical interventions and the use of force wherever possible and safe to do so. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

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## Implications of the Policy

As teaching and support staff work ‘in loco parentis’ and have a Duty of Care towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by pupil’s challenging behaviour. Pupils’ Behaviour Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are consistently followed and implemented by all members of staff.

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

* assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
* making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At Hope High it is extremely unlikely that pupils would conceal weapons and therefore staff have not received any training in this area. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the school decides that a search is necessary then the police will be called.

## Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. The strategies section of a pupil’s Behaviour Plan will outline specific ways to prevent incidents with the individual pupil. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all pupils.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective.

Diverting the pupil’s attention and distracting them from the “trigger” or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

### Primary Prevention

This is achieved by:-

* Avoiding situations and triggers known to provoke challenging behaviour;
* Creating opportunities for communication, choice and achievement;
* Exploring pupils’ preferences relating to the way/s in which they are managed;
* Developing staff expertise through a programme of Continuous Professional Development;
* The deployment of appropriate staffing numbers;
* The deployment of appropriately trained and competent staff.

### Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing ‘defusion’ techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

* Primary prevention has not been effective, and
* The risks associated with **NOT** using a RPI are greater than the risks of using a RPI, and

### Types of Incident

### The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

* self – injuring
* causing injury to others
* committing a criminal offence
* engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

The incidents described in The Education and Inspections Act 2006 and The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

* Where action is necessary in self-defence or because there is an imminent risk of injury.
* Where there is a developing risk of injury, or significant damage to property.
* Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories, are:

* A pupil attacks a member of staff, or another pupil;
* Pupils are fighting;
* A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
* A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
* A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
* A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

* A pupil persistently refuses to obey an order to leave a classroom;
* A pupil is behaving in a way that is seriously disrupting a lesson.

Where a pupil’s behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

* A calming activity should be offered/made available to the pupil, including the option to withdraw from the task/activity
* A clear positive statement should be given to tell the pupil what it is that you want them to do – ie give a positive instruction
* Positive reinforcement, praise and reward should be provided to the pupil for any attempt to calm down and/or behave appropriately, however small the effort
* Warning of intention to intervene physically and that this will cease when the pupil complies. If possible summon assistance.
* Physical intervention - positive handling uses Team Teach techniques to prevent a child harming him or herself, others or property.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them.

## Risk Assessment and deciding whether to use Restrictive Physical Interventions

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the pupil’s overall quality of life if such activities are not allowed.

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil’s Behaviour Plan and of this policy is to reduce the risks associated with pupils’ challenging behaviour as far as is reasonably practicable – both the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

A Behaviour Risk Assessment will be carried out if it is foreseeable that a pupil’s behaviour may pose a risk to staff or pupils. This may result in a Behaviour Plan being devised. This will be done in discussion with the staff team working with the pupil. The Headteacher may also be involved at this stage.

All staff authorised to use physical intervention with pupils will receive training in Intermediate and Advanced Team Teach techniques as a risk reduction strategy and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the risk of harm to pupils and to ensure that appropriate safeguards are implemented.

## Strategies for dealing with challenging behaviour and supporting pupils in crisis

All staff at Hope High will consistently use positive strategies to prevent the likelihood of incidents occurring, and to develop appropriate behaviour and good order – research shows that the way to improve behaviour is to praise and reward appropriate behaviour to increase the likelihood of it happening again! Alternative, positive behaviours are actively taught to replace inappropriate behaviour and every pupil has a target relating to this incorporated into their Behaviour Plan.

The Governors acknowledge the ethos and high expectations of good behaviour throughout the school that have led to many pupils with challenging behaviour developing coping skills and ultimately being able to manage their own behaviour within the inclusive setting at Hope High; the school promotes an ethos among its pupils of them 'owning their own behaviour'. It is also acknowledged that progress can be very slow and some pupils may take many years to develop socially acceptable behaviour. A small steps approach, with positive reinforcement consistently and enthusiastically employed, and where progress is carefully recorded, allows staff and parents/carers/others to acknowledge the progress that all pupils make in changing their behaviour.

## Definitions

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling at Hope High is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour change support strategies used.

Positive Handling Plans, are a plan for the positive management of pupils’ behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a pupil to change their behaviour to a more positive alternative. A SMART target is included in the Behaviour Plan so that everyone is clear what the pupil is working towards and how we will know when they have achieved this.

## 1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach. At all times, (especially whilst assisting a pupil with their personal care and when teaching/practising personal independence skills) staff should use discretion to preserve the dignity of those pupils needing help/support. See the document Safer Working Practice for Adults who work with Children and Young People in Education Settings.

## 2. Physical Intervention (PI)

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

## 3. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. **All such incidents must be recorded** on CPOMS/ the RPI record and in the Serious Incident Book. If anyone is injured a HS1 accident/incident report must also be completed. The pupil’s parents will be informed of any significant incident concerning their child as soon as is practicable after the incident.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a restraint/RPI. Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person’s free movement.

## Corporal Punishment

Corporal punishment was abolished in all Maintained Schools by the Education (No2) Act 1986. Corporal punishment is the intentional use of force as a punishment. This is not used at Hope High.

### Pupils

Where a pupil has sufficient understanding their Behaviour Plan should be discussed with them. They may benefit from a simple symbolised version of the plan as an aide-memoir – the plan should be seen as supportive to/by the pupil. It may be beneficial to “rehearse” the plan so that they are comfortable with what will happen if they need support. The above is the responsibility of the class teacher or Learning Mentor.

### Parents/carers/those with parental responsibility

When a Behaviour Plan is first drawn up the parents/carers/those with parental responsibility will be invited into school to discuss the plan, why there has been a need to devise a plan, and the techniques that may be used, including any Restrictive Physical Interventions. Their views should be sought in relation to the plan. If parents/carers are not in agreement with the plan the Headteacher will attempt to negotiate a solution. If a solution is not found it may be necessary to review the suitability of the continued attendance of the pupil at Hope High. Parental permission will be sought to share the plan with other agencies involved with the pupil in order to encourage consistency of management, e.g. short-term break service/link family, after school club/Personal Assistants. Subsequent reviews of the plan will be sent home for approval and the plan will also be formally reviewed at the time of the Annual Review each year.

## Bullying

Bullying can be defined as persistent action, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. Where instances of bullying are discovered the pupil will be taken to one side and the matter discussed. Further work on relationships and caring about others will be taught via the PSHE curriculum.

## Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the pupil’s Behaviour Plan. This should cover most interventions, as possible scenarios will be identified through the Challenging Behaviour Risk Assessment and planned for when the Behaviour Plan is drawn up. These interventions may include the use of Team Teach techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be **proportionate to the circumstances**. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Wherever possible assistance will be sought from another member of staff.

Following any such incident, a Behaviour Plan will be devised (or the existing plan amended) to support effective responses to any such situations which may arise in the future.

## Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it within Hope High:

* Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
* The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
* Staff would be expected to follow the pupil's Behaviour Plan in the first instance to manage an incident/challenging behaviour
* If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained in

Any use of force by staff outside of the Team Teach training framework would need to be judged on whether it was reasonable, proportionate and necessary in the particular circumstances concerned.

All the techniques taught take account of a young person’s;

* age
* gender
* level of physical, emotional and intellectual development
* special needs
* social context

They also provide a gradual, graded system of response.

## Acceptable measures of physical intervention (PI)

The use of Team Teach PI techniques can be justified if:

1. it is warranted by the particular circumstances of the incident;
2. it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
3. it is carried out as the minimum needed to achieve the desired result;
4. the age, understanding and gender of the pupil are taken into account;
5. it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

### This form of physical intervention may involve staff:

1. escorting a pupil;
2. shepherding a pupil away;
3. supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down.

## Restrictive Physical Interventions

In some circumstances, trained staff may need to use more restrictive holds - Team Teach RPI techniques. Acceptable methods are taught as part of the training procedures made available to appropriate staff.

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities, and the behaviour change support strategies used.

Staff may need to rotate roles and have a break if the incident is prolonged (over 10 minutes) – you should follow the pupil’s Behaviour Plan; at all times acting in the best interests of the child.

* It is acknowledged that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting, head butting.
* Most staff are trained in First Aid. Any of these may be called upon to implement First Aid or to seek further guidance from in the event of an injury or physical distress arising as a result of a physical intervention.

**Time out and Withdrawal**

***Time out:***  This involves restricting the service user’s access to positive reinforcements as part of the behavioural programme in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area. The school has a Pastoral Team who help pupils that may be struggling in class, by giving them the option to go to the Pastoral Room to talk through any concerns or adjust their behaviour in a quiet environment. The Pastoral Team will help disengaged pupils using a 'walk and talk' strategy that offers the opportunity to discuss concerns and/ or removes them from the situation they may have been struggling with.

***Withdrawal*:**  which involves removing the person from a situation which causes anxiety, high arousal levels, or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress.

## Recording of incidents

Where a Restrictive Physical Intervention has been used a record of the incident will be kept. Recording of incidents should be carried out in line with the flowchart for recording of incidents and accidents. All incidents of the use of Restrictive Physical Interventions should be recorded on CPOMS and a record should be made in the school’s Serious Incident Book (SIB). The SIB is a hard-backed book, with numbered pages, retained by the Headteacher. The school records such incidents on CPOMS, an online software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Please ask for advice and support when completing these for the first time. New members of staff will have to be registered with CPOMS before they can add an incident/ concern. Appropriate documentation (RPI record) will be completed as soon as possible after the incident, (within 24 hours) normally prior to staff going off duty.

CPOMS can also be used for recording less serious incidents, evidencing a chronology for recording antecedents, behaviour and consequences, and a frequency chart for monitoring behaviour in class, or in the Pastoral Room.

After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

## Reporting incidents

All Serious Incidents recorded on a CPOMS and entered into the Serious Incident Book will be reported to parents. This may be by telephone or in the home-school diary by the class teacher / Keyworker- depending on the nature of the incident and the procedure agreed with parents when their child’s Behaviour Plan is devised/reviewed. Repeated episodes of concerning behaviour may lead to the arrangement of a home visit, usually conducted by members of the Pastoral Team.

Where there is any concern over the appropriateness of a response the Headteacher, Chair of Governors or the CSA Team Teach Adviser may refer the incident to the Lancashire Children’s Safeguarding Board for clarification and/or investigation.

Whilst the physical interventions are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Team Teach techniques seek to avoid injury to the service user and staff, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using the HS1 form and/or a skin map on CPOMS if necessary. Any injuries to pupils as a result of incidents involving restraint will be reported in line with locally agreed LADO procedures.

## Monitoring incidents

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the restrictive physical intervention/s and/or an adjustment to the provision made for them at the school.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs. To safeguard pupils and ensure objectivity, and support the Headteacher & school, the School’s Adviser and a school governor will also be involved in the monitoring of all incidents involving a Restrictive Physical Intervention.

## Positive Listening, Learning (PLL) and support following incidents

Physical interventions are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to ‘own’ and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition PLL procedures are in place to ensure that appropriate support is provided and recorded for staff and pupils, and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Pupils who may be distressed by events can be offered the following support:

* Quiet time taking part in a calming activity
* Quiet time away from the incident/trigger
* Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Disorder

PLL Time with a member of staff to “discuss” the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Where staff have been involved in an incident involving a Restrictive Physical Intervention they should have access to counselling and support as needed. Within the school, this will be made available/supported through the Headteacher or Deputy. Staff may also contact the Directorate’s Counselling Line (01772 263346).

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure/s:

* Review of Behaviour Plan
* Child Protection Procedure (this may involve investigations by Police and/or Social Services)
* Staff or Pupil Disciplinary Procedure
* School Behaviour Change Support Policy
* Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
* The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

## Visits out of school

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community. Due consideration should be given to the following:

* Is the pupil able to cope with the demands of the proposed visit?
* Are there sufficient, suitably trained staff - particularly if there should be an incident?
* How will you contact school to get extra help if necessary and how will you get back?

## Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils’ Behaviour Plans have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

## Staff Training

Training at some level will be available for staff at Hope High School. For most staff this is Advanced Team Teach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken in the event of an incident. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Lancashire Children’s Services Authority (CSA) and Hope High is committed to using Team Teach. Team Teach Ltd is a training provider that is accredited through the British Institute of Learning Difficulties (BILD)

Most school staff working directly with pupils receive the 12-hour Basic Course in Team Teach plus an additional 6 Hours Advanced Team Teach as the school is considered to be a high / medium risk setting. This is in line with County guidance and Team Teach policy. This level of training is required for most staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a physical intervention is needed to keep themselves and/or others safe.

This distinction in training and certification is considered a sensible risk-assessed approach to managing the training needs of all staff and is supported by Team Teach Ltd.

## Authorised Staff

All teachers, support staff and therapists the Headteacher has authorised to have control or charge of pupils automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance ‘The Use of Force to Control and Restrain Pupils’ 2010.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach training.

The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained and authorised. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All staff will receive training in Managing Behaviour as part of their Induction Training.

*All members of staff are reminded that all pupils who have challenging behaviour will have a Behaviour Plan, which should be strictly adhered to. These plans are reviewed regularly and staff are encouraged to make a contribution to the plans. A pupil’s Behaviour Change Support Plan constitutes a Safe System of Work under Health and Safety Regulations.*

## Staff from the CSC and services working within the school

Support Services may have their own policies for Care and Control/Behaviour Support of pupils. When working within Hope High it is the Headteacher’s responsibility to ensure that colleagues from Support Services are aware of school policy and practice, and comply with this.

**Hope High School Reward System**

As part of a variety of strategies for encouraging acceptable behaviour and good discipline, a whole school points system is in operation at Hope High School.

Hope High School has a points system in operation. Pupils can earn 10 points per lesson (45 minute lessons); 5 points can be earned for their behaviour in the classroom and a further 5 points can be earned for their academic effort. Pupils can earn a total of 80 points a day. Pupils earn 5 points for tutor and lunch time for behaviour only. Points earned over the week not only earn the pupil an activity on a Friday (if over 80% average), but also accumulate tuck points which they can save towards an agreed prize upon reaching their target:

Staff **must** go through pupils points at the end of each lesson explaining reasons they have earnt points.

Staff can also award a 'Dispatch' to pupils who use good manners, show kind-heartedness or any manner of positive social interaction throughout the day. These 'dispatches' go towards the pupil earning a place on the Dispatches trip at the end of term; paintball, trampolining, etc

Pupils can earn an activity on a Friday afternoon. The higher the points over the week the bigger enrichment pupils get to choose.

* Outdoor Adventure Activity
* Swimming
* Jogging
* Sport
* Pool
* X-Box games
* Lego
* Minecraft
* Snooker at Upholland Labour Club
* Social room
* Snacks
* Film

All activities provide pupils with life skills, e.g. social skills, team work, how to keep healthy, using the internet safely. Every pupil will get a phone call home/text message at the end of each week from their tutor staff. A weekly newsletter will be published on the website every Friday.

**Behavioural Strategies used at Hope High School**

Care must be taken to distinguish between those strategies intended to act as a logical consequence for misbehaviour and those intended to provide a support strategy for pupils finding it difficult to contain or control, their behaviour.

It is important that the pupils and staff all understand the terms used and that different spaces are used to fulfil differing functions in order to prevent cross contamination.

**Support strategies/interventions**

**Celebration assembly**

Every Friday, Hope High have a celebration assembly. Pupils get certificates that they have earned each week. Staff from each tutor group choose a Student of the week, and Improver of the week. Any member of staff can give certificates to pupils if they feel this should be recognised. These certificates are 'staff stars'.

**Learning Resource Centre**

The Learning Resource Centre is a room where the Accelerated Reader programme is based; it is a place the children enjoy for its calm atmosphere and relaxing environment. The member of staff based there offers reading support and advice to improve reading development. The Accelerated Reader programme promotes rapid reading development which aids progress across the curriculum.

**Reading 1:1**

This intervention is to improve reading so pupils can access work and be more confident readers and read at their chronological age. All pupils have two sessions of 1:1 reading. These sessions are 20 minutes. Pupils earn points as if in lessons.

**Forest Schools**

Pupils are offered on a half termly cycle the opportunity to attend forest schools. This supports pupils' life skills, working together as a team. It gives pupils an experience of the outdoor world.

**Social Rooms**

There are two Social Rooms; one on the KS3 corridor and another on the KS4 corridor. Each consists of a games console, a pool table and comfortable furniture. They are used during lunch times and for activities on a Friday for social congregation. They are also used during the school day as a mechanism for supporting pupils exhibiting anxious behaviour. The adult is insisting on a period of time spent working away from the group with support in order to support the pupil in regaining focus on the work task. This could be working with the pastoral support worker as part of a pupil’s individual programme. It could also be an immediate response to a pupil’s needs or situation to help the pupil to resolve a particular issue that makes it difficult to settle in class or in school. The pupil would be supported by the TA.

This needs to be recorded for frequency and level of time.

Work completed well with this support should gain the same reward as work completed within the group. If pupils use this appropriately to gain focus pupils should earn all points available.

**Pastoral Team**

All pupils have access to the Pastoral Team. The Pastoral Team consists of four Pastoral Managers who are available throughout the day to assist pupils at times when they are not engaging in work in class; whether they are distracting others with a lack of study focus or they are bringing issues/ concerns into school that are affecting their usual settled patterns of behaviour. The Pastoral Team offer the opportunity to talk things through and/ or encourage the development of personal strategies to help the pupil through times of difficulty during the school day. Pupils who attend and use this intervention earn points they could earn within the lesson.

The Pastoral Team is also available to monitor the corridors throughout the day to ensure pupils have someone to talk to in the event of them being unsettled in class.

**Nurture group**

The Nurture Group is a classroom on the KS3 corridor that accommodates pupils who struggle in the regular classes; the nurturing approach offers to promote social skills and bespoke learning packages that help the pupils to develop their own learning development. The environment is set up different to the other classes and pupils are carefully selected to help them develop skills that enable them back into their chronological age class. The school is working with the Nurture Group Network to become accredited as a Nurturing School.

**Consequences**

A system of positive rewards and incentives has been developed to encourage appropriate behaviour rather than the reliance on negative reinforcement. Positive reinforcement in the form of praise and encouragement or by extension of privileges can often have the desired effect.

When positive reinforcement does not achieve the desired outcomes then there is a need for certain consequences for these unacceptable behaviours to be imposed. The consequences used are hierarchical, depending of course on the nature, severity and frequency of the transgression.

Unacceptable behaviour can often be curtailed by the use of mild or more severe oral reprimand that explains why the behaviour is unacceptable. It is accepted, however, that further responses will sometimes be necessary to deal with unacceptable behaviour.

Staff have agreed with the following prevention strategies, response strategies and consequences.

**Study Support**

Study support is for **persistent** low level behaviour in class and takes place in a classroom along the KS4 corridor. Pupils get three warnings in class for consistent low level behaviour. Warnings must only be given after all pupils strategies stated on their PLP have been offered. If pupils refuse their strategies and continue with low level behaviour, warnings are given to the pupils explaining the reason and behaviour they are showing, constant reminders about earning points must be given by staff. Warnings must be visual to the pupil on the board. After three warnings they are sent to the Pastoral Team to complete the rest of the work for that lesson, in the Pastoral Room. If pupils complete work and settle they can return to the next lesson. Pupils will earn points the same as in a lesson. **Study Support** will be a consequence of repeated visits to Pastoral or pastoral intervention, with no improvements in the child's behaviour. Behaviour Warnings about a referral to Study Support will be issued to the child, involving discussion with the Pastoral Team and the class team. Also, Study Support may be used for internal exclusion, where the pupil will be isolated from his peers as a consequence of poor behaviour.

Low level behaviour:

* Disrupting learning of others
* Refusing to work
* Refusing to remove coat
* Refusing to put mobile phone/game away
* Swearing
* Throwing objects around the class (pens, blu tac)
* Provoking others within the class

Pupils to work away from their group for a specific length if time as a result of behaviour over time that is disrupting the learning of others and the pupil has not responded to the support given.

This will be recorded for frequency and length of time in a log book in the room which will be collected in each day and entered on to a system on the main computer.

**Catch up**

If pupils earn 79% points average or less pupils must attend a catch up session. Catch up is led by the Pastoral Team. Pupils must complete the work they have not completed throughout that week. When pupils complete all the work they can join an enrichment activity. Catch up will take place in a KS3 classroom and a KS4 classroom.

This will be recorded for frequency and level.

**Detention**

**After School detention**

After school detention is automatic for:

* Off-site away from school
* Smoking deliberately within the proximity of the school building
* Physical assault/spitting
* Damage to property
* Setting Fire alarm off
* If consistently not completed catch up.

If a child is being kept for after school detention office staff MUST contact parent or carer the same day.

**Fixed Term / Permanent Exclusion**

The intention at Hope High is not to exclude pupils; however the school does have the right to exclude pupils in exceptional circumstances. Whenever possible reflection will be used to replace fixed term exclusions.

Reasons for fixed term/ permanent exclusion

* Physical assault against pupil or staff
* Verbal abuse/threatening behaviour towards pupil or staff
* Bullying/racist abuse
* Sexual misconduct
* Drug and alcohol related
* Deliberate damage to school property
* Theft
* Setting fire alarm off
* Persistent Disruption behaviour

If a child has been excluded a member of SLTMUST contact parent or carer the same day. If exclusion is more than 3 days work MUST be sent home. Parents MUST bring child into school the morning they return after exclusion. If parents can’t make it into school a home visit will happen that morning.

If a child’s behaviour is putting them in reflection/fixed term exclusion on a regular basis an emergency review may be held, an EP assessment, CAF referral may be made.

**Restorative Justice Programmes**

Where appropriate restorative approaches will be used to move a situation on after the consequence has been done. This could be done at an informal level.

Restorative justice is an approach to justice that focuses on the needs of the victims and the offenders as well as the involved community.

This happens instead of going through legal processes or punishing the offender.

Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions, “to repair they harm they have done-by apologising, returning stolen money, or community service.

Restorative justice involves both victim and offender and focuses on their personal needs,. In addition, it provides help for the offender in order to avoid future offences.

Restorative justice allows the victim and offender to discuss the offence and shows the highest rates of victim satisfaction and offender accountability.

Staff trained in RJ approaches: L. O'Kane, C. Abraham

**Rules /Expectations/Code of Conduct**

At Hope High School everyone is expected to:

* Treat everyone with respect

This means we:

|  |  |
| --- | --- |
| **DO** | **DO NOT** |
| Use people’s proper names and titles | Call people names or use nicknames without their consent |
| Use words which do not offend or hurt others | Use swearwords or racist, sexist or homophobic language |
| Behave with respect for personal safety and space | Hit, hurt or abuse anyone in school or use threatening words or intimidating behaviour. |
| State our own opinions and allow others to do the same | Use ‘putdowns’ or insult other people’s points of view |
| Allow others to carry out their work or other duties | Interrupt or disrupt learning or leisure activities |
| Follow the instructions of the person in charge of an activity | Disobey reasonable instructions of people in positions of authority or leadership |
| Understand when someone is having a difficult day. | Interfere in other people’s problems unless we are asked to help. |

* Be in the right place at the right time, ready to work

This means we:

|  |  |
| --- | --- |
| Do | Do Not |
| Get ready for the taxi/or to walk to school in time each morning | Truant from school |
| Arrive in school on time | Go offsite or out of sight when we need to be in school in lessons |
| Arrive at lessons on time | Arrive late to lessons |
| Come to school and lessons ready to work | Bring unsettled attitudes or behaviour into lessons |
| Ask for help if we are upset or otherwise not ready for a lesson | Deliberately disrupt the learning of others |

* Look after the school environment and keep it safe and tidy

|  |  |
| --- | --- |
| Do | Do Not |
| Look after the building and its security | Damage windows, walls or furniture or act carelessly in a way which damages the building or security equipment e.g doors and windows |
| Look after furniture and equipment and use it properly , putting things away and using the bins for litter | Drop litter or make a mess without clearing it up. |
| Switch off lights and other equipment when it is not needed and close doors and windows to keep in the heat | Waste supplies of water, electricity or other energy |
| Wear the right clothes and safety equipment in specialist areas | Ignore safety rules and guidance |
| Follow the health and safety guidance of staff |  |

* Work to the best of their ability

|  |  |
| --- | --- |
| Do | Do Not |
| Expect to work hard in lessons | Avoid lessons and learning by disrupting the teaching or learning activities |
| Try to complete every task which is given | Accept anything less than the best we can do |
| Ask for help if work is difficult or we need more guidance on how to improve | Pretend we can do things we find hard or have not learned to do |

* Follow adult instructions

|  |  |
| --- | --- |
| Do | Do Not |
| Expect to make mistakes sometimes | Expect ourselves to be perfect all the time |
| Take responsibility for putting things right after we make a mistake | Expect others to clear up our mistakes for us |
| Expect others to help us | Keep problems and difficulties to ourselves |
| Ask for help politely | Demand help immediately but wait until the right moment |
| Accept the help on offer | Reject or abuse those who offer to help us |
| Tell people how they can help | Expect others to always get it right when they try to help |

The “do” statement will be displayed around school.

**School Uniform**

All pupils must wear full school uniform. If pupils turn up to school without the correct school uniform parents will be contacted and they will be sent home and where possible return to school in uniform.

* School Blazer (black with logo) Must be purchased from school
* School Jumper (purple V neck) Must be purchased from school
* School tie - Must be purchased from school
* Black pants/skirt
* White shirt
* Black shoes/ trainers (No logos or colours)

**Mobile phones (see mobile phone policy )**

Pupils who bring mobile phones into school must use them appropriately. This means that upon arrival to the school, they must hand them over to be secured by staff in a safe until the end of the school day. Any pupil found with a mobile phone will have it confiscated until the end of the day and/ or until the parent or carer comes into school to collect it. Mobile phones are a threat to the Safeguarding of pupils and staff at Hope High School. Pupils are made aware of this upon entry to the school.

**Searching of pupils**

Hope High has a right to search any pupils. If they suspect drugs, cigarettes, alcohol, weapon. If a pupil refuses police will be called.

**Smoking on premises (See smoking policy)**

Hope High has a zero policy on smoking on premises. Any pupil caught smoking on premises will be put in Study Support/ excluded.

## Complaints

The availability of a clear policy about the use of reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of RPI within the school indicates that an allegation of mishandling by a member of staff is being made which complies with the criteria contained in CSC guidance the matter will be reported to the Local Authority Designated Officer (LADO) in accordance with LA procedures.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

## Whistle Blowing

Whilst the training in TEAM TEACH provided to all staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns, (short of immediate Child Protection concerns which should, of course, be passed to the DSL), should be raised with the Headteacher, Deputy Head Teacher, or with the Chair of Governors in order to allow concerns to be addressed and practice improved.

## Reference documents

DCSF, The Use of Force to Control or Restrain Pupils – supersedes Circular 10/98 - <http://www.teachernet.gov.uk/_doc/12187/ACFD89B.pdf>

The Violent Crime Reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Educations and Skills, 2007 – [www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/](http://www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/)

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 - <http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, Joint Guidance DfES and DoH, 2003 – [www.teachernet.gov.uk/wholeschool/sen/piguide](http://www.teachernet.gov.uk/wholeschool/sen/piguide)

Risk Assessment Pro Forma - <http://www.teachernet.gov.uk/docbank/index.cfm?id=5334>

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 – [www.teachernet.gov.uk/wholeschool/sen/piguide](http://www.teachernet.gov.uk/wholeschool/sen/piguide)

The Children’s Act 1989 <http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm>

Physical Interventions: A Policy Framework, John Harris, et al, BILD, 2002