

# *St Giles School*

## Positive Behaviour Support and Use of Restrictive Physical Interventions Policy

Signed



Chair of IEB



Interim Executive Head Teacher

**Date of Adoption:** *27/09/2018* (Autumn 2018)

**Due Review Date:** Autumn 2020



### 'No dreams are out of reach'

In order to reach our dreams  
we must have:

**Determination** – We know what we need to do to succeed

**Resilience** – If at first we don't succeed, we try again

**Enthusiasm** – We must want to learn and enjoy learning

**Aspirations** – We must never lose the ambition to achieve high

**Motivation** – We need you to believe that we can do it and encourage us

**Success** – we want you to celebrate our achievements however small they might be



St. Giles school community is committed to creating an environment which encourages, supports and promotes positive behaviour. We recognise that in order for our pupils to maximise opportunities in life, that they need to be able to, either independently or with support, understand and demonstrate socially appropriate behaviours. The aim of our policy is to therefore ensure that during their time at our school pupils are given the tools they need to be successful into adulthood.

### **Our Aims are:**

- To create a safe, aspirational and stimulating learning environment for all
- To ensure that the functions of challenging behaviours are explored and understood, and that pupils are equipped with the tools and opportunities to more positively communicate their needs
- To actively define, teach, encourage and promote positive behaviour and an understanding of the differences between right and wrong choices
- To ensure that values such as respect for themselves and others, and the celebration of individual differences, is taught and promoted
- To maintain an environment where children feel safe, experience mutual respect and are free from bullying and harassment
- To ensure within a consistent approach to positive behaviour support across the school, that personalised needs, priorities and responses are promoted
- To teach and promote strategies that develop self-esteem, emotional-regulation, emotional intelligence and positive relationships
- To ensure that the school's expectations and supportive strategies are proactively shared, known and understood by all involved with the school
- To strengthen the links between home and school in supporting the development of positive behaviours, with all involved with the child learning and supporting the other to promote consistency
- To ensure a continued commitment to staff professional development to promote best and current practice in meeting a range of complex or changing needs

### **Policy Development**

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people, and other partners. Parents/carers were encouraged to contribute through a workshop around functions of behaviour and the use of rewards and consequences.

This policy is also written in line with Nottinghamshire County Council's policy published in 2011 on the same subject, entitled 'Keeping Classrooms Safe for Learning and Teaching' and subsequent updated advice issued in January 2017 entitled Revised Guidance on the use of Physical Intervention.

This policy has been written in line with relevant legislation including:

- SEND Code of Practice (DFE 2015)
- Keeping Children Safe in Education (DFE 2018)
- The Health and Safety at Work Act (1974)
- UN Convention on the Rights of the Child (1991)
- Children's Commission Report, 'Children's Views on Restraint' (Dr. R Morgan, 2004)
- The Education and Inspections Act: Section 93 – Powers of staff to use force (2006)
- BILD Code of Practice – Minimising the use of Physical Interventions (2014)
- Behaviour and Discipline in Schools (DFE Jan 2016)
- Use of Reasonable Force in Schools (DFE July 2013)
- Reducing the Need for Restraint and Restrictive Intervention – Children and Young People with Learning Disabilities, Autistic Spectrum Disorder and Mental Health Difficulties (DFE Draft Guidance for Consultation, November 2017)
- Positive environments where children can flourish – A guide for inspectors about physical intervention and restrictions of liberty (Ofsted, March 2018)
- Nottinghamshire County Council Policy (March 2011)
- Nottinghamshire County Council Revised Guidance (2017)
- Nottinghamshire County Council Advice 'The Use of Safe Spaces in Schools' (2014)
- Professional Code of Practice – Teachers' Standards

It should be read in conjunction with:

- Anti-bullying policy
- Child protection / Safeguarding policy
- Health and safety policy
- Whistle-blowing policy
- Complaints procedure
- Staff code of conduct

## **Rationale**

The role of the school is to ensure learning opportunities for pupils in relation to their educational needs and to promote physical, social, emotional and community well-being. This enables pupils to work productively towards personal fulfilment and a place in society which values them and to which they can contribute.

The most effective teaching establishments encourage good climates for learning where the community has shared values, and positive behaviour is supported by a system of rewards and, where necessary and appropriate, consequences are applied within the context of a positive community atmosphere.

## **Standards of Behaviour**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Therefore, the school has a central role in the children's social and moral development just as it does in their academic development. The acceptable standards of behaviour to which all pupils will be supported to aspire are those based on honesty, respect, consideration and responsibility. Pupils will be taught proactively about these principles, and be continually supported to develop their own strategies, based on their individual learning needs and levels of understanding, to enable them to better apply them.

## **The School Ethos**

We believe that a school community that promotes a positive environment, and purposeful opportunities and experiences is of paramount importance in the growth, development and welfare of pupils.

Therefore St. Giles School is committed to:

- High quality and aspirational teaching leading to pupils being successful and engaged in their continued learning as the shared and consistent priority
- Developing all aspects of a pupil's learning, including social and emotional skills, and each individual finding or being equipped with the opportunities and bespoke tools they need to better self-advocate and self-regulate
- Overcoming barriers to learning to meet individual needs, thereby enabling opportunities for all of our pupils to succeed and to take and enjoy their rightful place within their community
- Providing an atmosphere which fosters a positive attitude, and is relaxed yet purposeful
- Fostering a sense of community in which individuals have mutual trust and respect for each other and understanding of each other's needs
- Emphasising the importance of being valued as an individual within the group
- Showing appreciation of the efforts and contribution of all
- Valuing and modelling the importance of positive relationships at all levels: between staff, between staff and students and their families, and between students themselves. This includes promoting a willingness to listen and understand, and the use of respectful language that is presented in a way that is able to be understood by the listener and promotes positive self-esteem.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective teaching and learning are crucial to developing and maintaining good standards of behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back, all help to promote positive behaviour for learning. All pupils are entitled to a personalised programme to meet needs, interests and abilities.

It follows that lessons should have clear learning outcomes, that are understood by the pupils, and matched to meet the needs of the child. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management Strategies**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and pupils,

strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to focused, on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

The range of teaching strategies should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge, understanding and attitudes which will enable the children to work, play and socialise in co-operation with others. Specific praise should be used to encourage positive behaviour, high quality work and effort.

### **Roles and Responsibilities in Promoting Positive Behaviour and Values**

- The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos.
- A committed team approach is vital to the promotion of a positive ethos.
- All staff are responsible for following policy guidelines and working with the highest of professional standards to provide positive role-models for pupils.
- Pupils will be respected as individuals.
- Learning and teaching will be planned appropriately to the abilities and emotional, religious and cultural needs of each student where possible.
- The pace of the school day, and delivery of lessons, will be appropriate to the needs of the individual student.
- High expectations of pupils to respect each other, staff, visitors, the school environment and those they meet when out of school will be promoted and supported.
- All staff are responsible for ensuring a consistent approach to promoting positive behaviour across the school.
- All staff working regularly with a pupil should understand and follow the pupil's person-centred positive behaviour support plan to ensure consistency of approach and should take responsibility for contributing to and sharing the regular updates of these plans as part of successful team working.
- The head teacher and the governing body / IEB are responsible for holding others to account in adhering to the policy, upholding and reviewing the policy, and ensuring high expectations of behaviour are continually prioritised.

### **Positive Behaviour Support Strategies and Plans**

Person-Centred Positive Behaviour Support Plans are devised where required for pupils who present on occasions with challenging behaviours that need more individualised strategies than those used as part of day to day best practice. Parents/carers are an integral part of their development. Consistent strategies used by both home and school ensure the best success in teaching pupils better choices, developing their abilities to better self-regulate,

and equipping them with the tools to redirect existing learned behaviours towards more socially acceptable behaviour.

Preventative strategies:

- Appropriate, clear and consistent visual clarification / communication systems at a level and in a form most accessible and supportive to the child e.g.
  - Written word
  - Signs and symbols
  - Photographs
  - Objects of Reference
  - Picture Exchange Communication System (PECS)
  - Switches / Assisted Augmented Communication (AAC)
- Spoken language at an appropriate level such as reducing language to key words
- Relationships with and understanding of the individual
- Reasoning or negotiating
- Giving time and space for processing spoken language
- Physical prompts
- Visual clarification
- Modelling activities and behaviours
- Opportunities to self-advocate / make choices
- Stimulating, promptly organised and well / appropriately paced teaching
- Opportunities to learn and practise new routines and behaviour patterns
- Planned ignoring of unwanted behaviours as appropriate
- Use of distraction and redirection
- Use of humour and fun
- Praise and rewards – positive reinforcement
- Identification of triggers
- Physical exercise / movement breaks
- Sensory diets
- Physio needs
- Consistency of approach
- Clear expectations and boundaries
- Support to recognise possible consequences of behaviour / choices
- Use of Social Stories, Comic Strip Conversations, Mind-mapping to explore choices
- Developing understanding of emotions linked to self-regulatory coping strategies

Preventative environmental factors include:

- Engaging, interactive environments that are clearly structured, tidy and uncluttered
- Avoidance of under / over stimulation and teaching of sensory coping strategies
- Appropriate seating arrangements that support positive dynamics and encourage group / peer interaction
- Appropriate staffing ratios
- Reduction of unnecessary noise and interruptions

### **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do

- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently and fairly applied and enforced
- Promote the idea that every member of the school has responsibilities towards the whole
- Drawn up in conjunction with the pupils on a class basis, as relevant to those individuals and their needs e.g. class charters

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise; informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for positive behaviour should be as high as for work. Recognition of rewards are presented publicly during assembly.

Any reward should be age appropriate, applied fairly and given with regard to equality of opportunity for all pupils. They will be selected according to their ability to motivate the individual and their appropriateness to the level of achievement. Some pupils will need an immediate reinforcer whilst others will be able to build rewards up or wait until a later time to receive a treat. Whilst using rewards, staff should encourage students to work towards behaving appropriately because they know it is the right thing to do and not because they know that a reward will follow a spell of calm behaviour. Special attention should be made of the pupils that consistently do the right thing and ensure that rewards are fairly applied to them.

Some rewards commonly used in school are:

- Positive attention / eye-contact / intensive interaction when the right choices are made
- Worth a Mention (WAM) cards
- Star of the day / week
- Verbal / signed / gestural praise
- Continuous reminders of targets, expectations, progress and achievements
- Told that home will be informed of positive behaviour
- Facilitated peer appraisal and praise
- Celebrating individual successes
- Recognition / praise for completed tasks
- 'Working Towards...' immediate reward systems
- Incremental / longer term reward systems
- Head Teacher's awards / certificates
- Shared group rewards (stars, stickers, stamps, button jars, credit cards) towards group treat / outing
- Letter / text / postcard home
- Privileges / responsibilities (School Council, 'jobs', Coffee Shop staff etc.)
- Pupils phoning home from school to inform parents of good behaviour or work

## **Consequences**

The school believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the

pupil, to apply consequences to behaviour. Staff will assess that students are aware that their behaviour is unacceptable, and that the behaviour is within the pupil's control, **before** a consequence is applied. Consequences will be used sparingly, sensitively and after due care and consideration.

The use of consequences should be characterised by certain features:

- It must be made clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences, and that these changes are understood by and in control of the pupil
- Wherever possible, warnings / alternative strategies should be offered during an incident to support a pupil to make a different choice, change their behaviour for the better and avoid the consequence
- Pupils should be supported in both proactive and post-incident work around positive and negative choices, and the impact of their decisions
- It should be the negative choice / behaviour that is worked through, never that the pupil is labelled in a negative way
- Wherever possible, consequences should be natural consequences linked to the actual behaviour in the moment e.g. if you're banging the iPad it will have to be taken away; if you're behaviours are too risky on the playground then you will have to stand with a staff member etc.

Consequences range from expressions of disapproval, through withdrawal of privileges, to referral to the Head Teacher, letters to parents and, ultimately and in the last resort, internal exclusion. Most instances of unacceptable behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the original behaviour.

Some consequences applied at St. Giles include:

- Withholding reward time being worked towards
- Minimising of attention / interaction / eye-contact
- Immediate removal of object / activity being used inappropriately
- Temporary removal of the pupil from the group until reengagement possible
- Loss of reward for **that session** / activity
- Alternative activity to replace a planned higher risk activity e.g. "we can't risk taking you swimming today as you are not listening to instructions that would keep you safe"
- Loss of playtime (e.g. to complete work or as a consequence of actions)
- Having to wait until last to choose
- Listening to / watching others receive praise / rewards
- Told that home will be informed of negative behaviour
- Incomplete work sent home as homework
- Use of timers to refocus / check appropriate behaviours before continuing an activity
- Systems to record and report negative behaviours (e.g. sad / happy faces)
- Reflection / thinking time
- Shortened break times (e.g. for minutes of work lost)
- Expectation to clean up any mess or damage created
- Loss / delay of a longer-term reward or privilege e.g. until the end of the week
- Removal to work in a separate place
- Redirection to a more appropriate choice

- Sad face / expressions of sadness by staff
- Planned ignoring
- Removal from audience
- Liaison with home to reinforce a consequence or address a negative behaviour
- '3 strikes' system - reminder, warning then consequence (e.g. traffic light system)
- Targeted praise for the individuals / group doing the right thing

Where the application of rewards and consequences are consistently ineffective, then careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors and ensure that the curriculum and environment is as bespoke as possible to meet individual needs. Additional specialist help e.g. from the Educational Psychologist may be beneficial, and this should be discussed with the Head Teacher and parents/carers prior to any referral.

## **Exclusions**

- **As a last resort**, when strategies that are in place are failing and incidents of aggression occur, and it is apparent that the environment is unsafe for the pupil concerned and it is putting them or others at risk, a short-term exclusion may be considered as a temporary measure. This will be discussed with parents/carers as soon as this decision is made. A resolution to the pupil's exclusion will be of priority and new strategies put in place as soon as possible.
- If exclusions become more frequent and it is obvious that the environment and the future of the pupil's placement is at risk, then a multi-agency meeting will be arranged to discuss the pupil's future. Parents/carers will be part of this process at all times.

## **Communication and Parental Partnership**

In a workshop consultation with a group of parents and carers of St. Giles pupils, they agreed that the most important thing to them and their children was regular and transparent communication with home. Systems for improving home-school communication were considered, and an agreement reached that whilst there needed to be a bank of clear systems and expectations for an individual pupil across the school that are consistent for them across phases and class groups, that these strategies would need to be person-centred and differentiated to meet individual pupil needs.

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Phase Leaders so that strategies can be discussed and agreed before more formal steps are required. At this stage a Behaviour Support Plan may be necessary.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation and input into strategies devised to manage these behaviours. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action as necessary will be discussed with the parents.

### **Training**

- Staff have undertaken a range of specialist training, both in direct relation to Positive Behaviour Support, and in a wide range of other areas to continually update their proactive, professional skills in working with children and young people with different complex educational and health needs.
- Staff are skilled and experienced in developing an understanding of the individual pupils in their care, and any training needs are identified through open communication with the SLT and through performance management processes.
- Staff receive training in restrictive physical interventions as appropriate, and attend frequent, regular update courses which are robustly monitored.

### **Monitoring**

St. Giles School is committed to ensuring the highest standards of teaching and learning. Staff understand the link between motivating, purposeful and aspirational lessons and activities, led by engaging and skilled staff, and the impact on improved and positive behaviour. Monitoring of these standards and expectations will be implemented through:

- Observations of pupils through all aspects of their school day.
- Open dialogue and systems in place to gather the views of parents / carers to better support pupils consistently across all environments.
- Person-centred positive behaviour support plans and risk assessments that are individualised based on pupil needs, and are regularly reviewed, shared and analysed for impact and agreed next steps.
- Review of incident recording systems to ensure the most relevant information is recorded
- Analysis of incident reports and data to identify, share and plan around possible patterns
- Regular reporting on behaviour to the Governing Body / IEB
- Governing Body / IEB member with responsibility for behaviour to hold the school to account on the implementation of this policy, and quality assure continued high expectations.

## The Use of Restrictive Physical Intervention

Here at St Giles we aim to provide a safe, caring and friendly environment for all of our pupils to enable them to learn effectively, improve their life chances and help them maximise their potential. We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school-run activity. This policy should be read in conjunction with our Safeguarding and Child Protection policies.

St. Giles School anticipates that the above positive and proactive measures will support the high expectations they teach and promote regarding the safe and acceptable behaviour of young people. However, in order to maintain a safe and nurturing environment for all pupils, and due to the varied and complex needs of the pupils who attend St. Giles, there may be occasions when despite all the best efforts of staff, and even at times of the pupil themselves, there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force.

We use the curriculum to explore and strengthen emotional responses to situations. We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point.

Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. They also understand the need to create positive learning environments and the important place that this has in preventing incidents from occurring in the first place. This also means auditing the physical environment to screen for any potential triggers (in line with the DfE National Autism Standards for Schools). Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

The necessary use of any restrictive physical intervention at St. Giles School is taken very seriously. All appropriate reporting and recording processes will be followed after an incident, with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

### **Defining Non-restrictive and Restrictive practices**

St. Giles believes in the use of positive touch to interact with, praise, nurture and comfort pupils to communicate to them that staff care. Physical contact only becomes restrictive when used to stop a pupil from doing something they are intent on doing, that could cause actual or potential harm to themselves or others, or serious damage to property. There may be occasions where the same or similar contact is used in each of the below examples, but with a very different purpose related to the situation. **The context and reason for making contact and the level of compliance from the pupil determines whether or not the intervention is restraint.**

### Physical Contact:

- There are many situations in which physical contact occurs between staff and pupils e.g. communication, praise, PE, physio, intimate care support, Sensory Circuits, Intensive Interaction, or to comfort a pupil in distress.

### Physical Intervention / Physical Prompt:

- This may be used to divert a pupil from a disruptive or destructive action, for example guiding or leading a pupil by the hand, arm or shoulder, with little or no force. The pupil is compliant to the support or guidance given, and it should be both the pupil's and staff's perception and understanding that the pupil can choose to let go or break away from the contact should they wish to.

### Restrictive Physical Intervention / Restraint:

- This will involve the use of reasonable force when there is an immediate risk to the pupil themselves, others, or a significant risk of damage to property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and stored in an accessible way.

Restraint does not only take place when staff physically hold a pupil. Use of furniture in a room e.g. to stop a pupil leaving from behind a table, mechanical restraints such as straps and splints used in the wrong context and use of the environment such as closed and locked doors, thumb locks and baffle handles to contain a pupil against their will, are all examples of restrictive practice. **It is vital that all forms of restrictive practice based on the context, reason and the level of compliance from the pupil are robustly recognised, recorded and regularly reviewed.**

### Safe Spaces

The safe space is a low stimulus environment that has no clutter or other distractions. The use of a safe space is varied. It may be used as a quiet work space, a place to relax, or to retreat from an environment that is distracting to an anxious or stressed pupil, in order for them to engage in favourite activities, giving pupils positive associations with the space when needed at a time of crisis. The pupil's voice must always be respected during these times. It can also be used as part of an early intervention to proactively minimise and reduce the risk of a behaviour escalating in a busy, more crowded environment, where staff can reduce expectations and support a pupil to calm.

- Safe spaces may be used where a **pupil** recognises the need for some time away from the group or situation in order to self-regulate or they may be offered the opportunity to take this time by staff.
- Support should be given to the pupil in the room, unless it is agreed in an individual's positive behaviour support plan that they will benefit from brief, carefully monitored periods alone, and only then when this is their choosing and staff have judged it safe to do so.
- Doors should remain open unless it is the agreed pupil preference for doors to be closed for brief periods, and this should be carefully risk assessed. Pupils should be encouraged to open doors as soon and as often as they are able to in order to re-engage with staff and respond to support to re-join timetabled activities.
- Staff must observe the pupil and monitor use of the room at **all** times, and in the majority of cases remain in the safe space with the pupil with the door open unless the pupil chooses to close it, or have a clear plan working towards this.

- Staff are expected to use these spaces positively and only offer them to pupils for use as part of a graduated response.
- Incident forms must be completed whenever a pupil is in a safe space on their own with the door closed, or when behaviours are being supported by an adult. Where pupils take themselves to the space and leave the door open, before re-engaging as per their positive behaviour support plan, incident forms are not required though frequency and duration of use should be monitored e.g. class monitoring forms.
- The interior of the safe space must be visible at all times and the condition and safety of the safe space should be inspected at least daily.
- Safe spaces must never be used as a punishment but as a supportive measure by providing an environment in which a pupil regains control and learns to recognise and manage their emotions without other environmental distractions that may impact on their recovery.
- Staff should support pupils to recognise changes in their mood and teach them self-regulatory strategies e.g. by using a safe space proactively as a calm and supportive measure to take themselves to when stress levels and anxieties are raised and pupils are finding the classroom environment difficult to cope with.
- Safe spaces should never be used as an "opt out" from learning. The time a pupil spends in a safe space must not exceed the minimum time to resolve the immediate risk to themselves or others and will be supported by staff in the room.
- If a pupil's behaviours escalate whilst in the safe space and the physical risk to themselves or others increases, then staff may need to use physical restraint as in any other environment for the minimum amount of time at a reasonable level in response to the level of risk presented.
- Safe spaces **must not be used** to force a pupil to spend time against their will except in exceptional circumstances e.g. using a weapon with the intent and potential of causing serious harm to others. This constitutes **Seclusion**.
- Parents / carers must be informed on the same day about the use of a safe space if it meets the criteria to be recorded as an incident.
- Pupils who have additional health needs such as asthma and epilepsy will also have an appropriate risk assessment to support them, however 100% supervision will be part of the process for **all pupils**.
- Accurate records will be kept of the use of safe spaces, including for how long these spaces were used.
- Regular reviews of the positive behaviour support plans should ensure that a range of coping strategies are being developed with the pupil to minimise the need for withdrawal and reliance on these spaces.
- All records and data will be reviewed by SLT on a half-termly basis in order to determine patterns. It will also be reported termly to the Governors / IEB.
- **Only in exceptional circumstances** where the risk presented is extreme and unexpected and there is no safer alternative should staff close and hold the door for a strictly minimal amount of time while waiting for support. Senior leadership must be informed and involved in a review meeting to plan alternative strategies around the pupil to ensure no further use of seclusion.

#### Seclusion:

- Seclusion is where a person is forced to spend time alone against their will. The use of seclusion is a form of restrictive physical intervention and should only be considered in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil. The use of seclusion requires statutory powers other than in the event of an emergency. No staff have been trained in the use of seclusion.

Time Out:

- Time out restricts the pupil's access to all positive reinforcements as part of their behavioural programme. This requires a written, agreed plan.

Withdrawal:

- Withdrawal involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously supported and observed until they are ready to resume.

### **Use of Restrictive Physical Intervention**

To ensure that a safe and nurturing environment is maintained for all individuals at St Giles it is sometimes necessary to intervene using restrictive physical interventions. Across the school a large number of teachers, teaching assistants and personal care assistants are trained, regularly updated and authorised in using techniques to prevent a student from harming themselves or others or from seriously damaging property. In all cases physical intervention will only be used when all other methods have been exhausted.

Staff at St. Giles School, who have been identified as needing training in this area, will access Physical Intervention training, known as 'CRB' training (Controlling Risky Behaviours) through the County Council co-ordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

As Nottinghamshire County Council has adopted the CRB model, St Giles follows these training programmes which will be delivered to staff via whole school inset or by accessing specialist training events, details of which can be found on Schools the Portal.

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months.

All parents / carers will be informed of the school's use of CRB via the school prospectus, Parent transition days and the home/school agreement.

CRB techniques can **only** be carried out by trained staff. It must **only** be used when the pupil is:

- Presenting with such physical risks as self-injury or placing themselves at risk of injuring others;
- Causing significant damage to property, including that belonging to the pupil;
- Committing a criminal offence (even if the pupil is below the age of criminal responsibility).

The use of restrictive physical interventions must be recorded in the incident report on Solar. The duration and type of restraint and by which staff and in what position must be clearly recorded.

All incidents must be reported to parents and carers on the same day by telephone. A detailed record of the phone call is kept with the incident report.

Incidents are analysed and reported to governors / IEB in the head teacher's report every term.

### **Minimising the Need to Use Reasonable Force**

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by **not** using force.

### **Staff Authorised to Use Reasonable Force**

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in January 2016 entitled 'Behaviour and Discipline in Schools – Guidance for Head Teachers and Staff' the head teacher of our school is empowered to authorise members of his/her staff to use reasonable force.

Here at St. Giles School the head teacher has empowered members of staff from the following roles to use reasonable force:

- Teachers, Teaching Assistants, Personal Care Assistants and any member of staff who has charge of pupils in given lessons or circumstances have permanent authorisation (for the duration of their active training certification, and in line with the policies and practices of the school, and those detailed in a pupil's agreed positive behaviour support plan).
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

### **Deciding Whether to Use Reasonable Force**

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a nonphysical way was low;
- the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that the use of restrictive physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

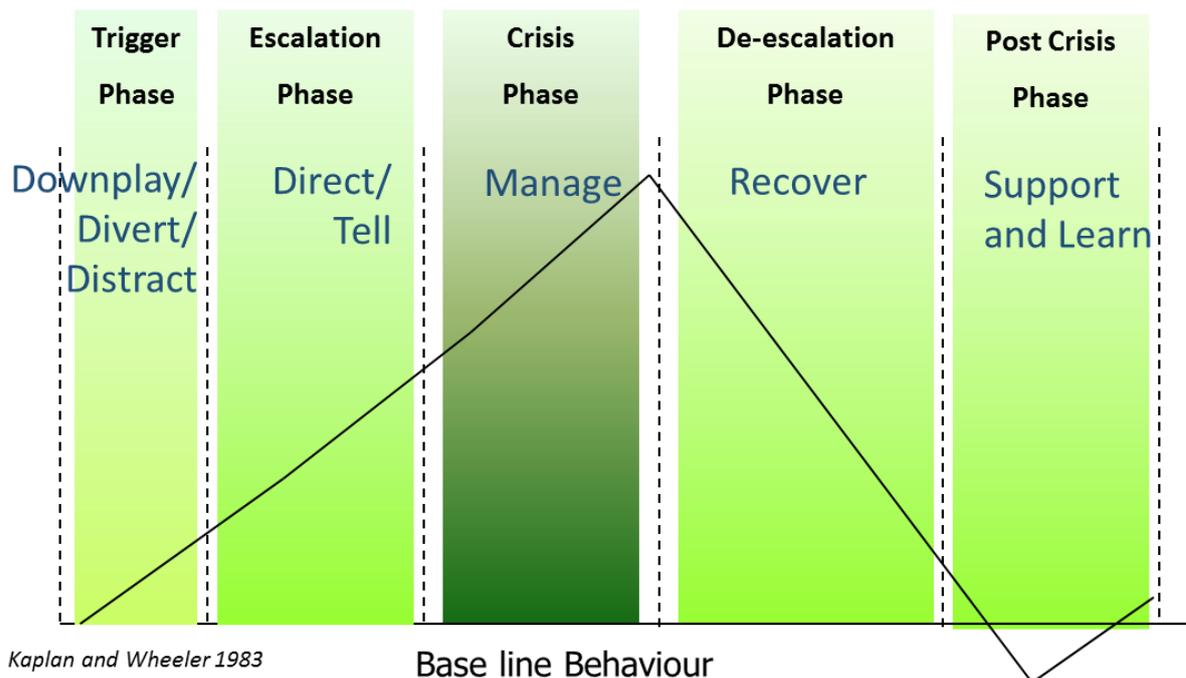
### Using Reasonable Force

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it at St. Giles School:

- Restrictive Physical Intervention 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 presenting risks, and the nature of the harm they might cause.

When using force members of staff should only use the minimum amount of force required in achieving the required outcome. Staff should also use force within the context of existing good practice in non-physical skills and techniques within a classroom intervention model.

## A Model for Classroom Intervention



Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should try to avoid using force unless or until another member of staff is present to support, observe or call for assistance.

### **Positive Behaviour Support Plans including the Potential Use of Restrictive Physical Interventions**

When routine classroom management within our specialist environment is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to draw up a Behaviour Plan that includes the potential use of restrictive physical intervention for an individual student. The class team are responsible for drawing up the plan, in consultation with parents, other members of staff and outside agencies, including the local authority's licensed instructors, if necessary. Outside agencies may include those from a wide range of backgrounds, including the Educational Psychologist service, short breaks care homes, social workers and health staff etc. The plan will indicate the risk behaviours being presented, and possible triggers and non-physical de-escalation techniques that should be used. It will provide guidelines for managing the environment in order to prevent incidents of risk behaviours, and clear instructions on how to intervene when the behaviours have occurred.

Any physical interventions that may be needed to be used will be included in the support plan. Any techniques that should not be used will also be mentioned when appropriate. Details on how best to communicate with a pupil throughout the incident in order to support de-escalation and nurture their recovery will also be clearly documented. Arrangements for reporting to parents / carers and a date for review within 6 months are also included. The class teacher, the parents / carers, and a member of the senior leadership team will sign the plan, and where possible the pupil themselves may sign the plan to agree how best to support them. All class staff and as many people involved with the young person as possible should be involved in the writing, review and next steps planning. Wherever possible, this should involve the young person themselves, and their views and best interests should always be kept at the very centre of all planning.

### **Recording and Reporting Incidents**

The Governing Body / IEB will ensure that a procedure is in place, and is followed by staff, for recording and reporting significant incidents where a member of staff has used reasonable force on a pupil, in line with the most recent Safeguarding requirements issued to Governors in August 2016: Safeguarding Children in Education Audit Checklist.

The record must be made as soon as practicable after the incident. While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not overreacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the pupil, any special education need or disability, or other social factors which might be relevant. Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Any incidents including Restrictive Physical Intervention must be recorded in detail on the school's electronic recording system, Solar, and electronically forwarded to a member of the Senior Leadership Team. Team debriefs to enable staff to engage and learn, plan future actions, and to provide support to each other following incidents should be routinely and robustly employed. Any learning from the incident must be reflected in the pupil's Positive Behaviour Support Plan, and if necessary, in the policies and procedures of the school. Any significant changes to Positive Behaviour Support Plans should be shared with the pupil's family as soon as is practicable. Any injuries to pupils or staff must be recorded, and support given to ensure that all involved are physically and emotionally OK, to include other pupils who may be distressed by witnessing a peer in crisis.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

St. Giles School will use the Nottinghamshire County Council electronic health and safety recording system 'Well-Worker'. This system enables members of staff to report, using a standardised format, any significant incident where force has been used, or any incident where violence to staff has occurred or been threatened. Staff can access well worker via Schools Portal.

### **Post-incident support**

Following the use of physical intervention pupils and staff will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

Details of how the pupil who has been restrained should be supported and their recovery nurtured post-incident, in line with their own views and person-centred needs, should be explicitly detailed in their Positive Behaviour Support Plan, followed, and recorded in the incident write-up. Staff should ensure that any communication tools and support strategies e.g. visual clarification are used to assist this process at the earliest opportunity. Research shows that from crisis point back to baseline behaviours can take a minimum of 60 – 90 minutes for children and young people. Staff should therefore ensure that any teaching, learning and reflection of the incident, and any consequences resulting from it, are not approached with the young person until they are back near their baseline behaviours and ready and able to engage.

The needs of staff post-incident may vary from person to person, and from incident to incident. Staff should support each other by covering for those who need time away and working together as a whole-school team. Other pupils and visitors who may have witnessed a pupil in crisis may be distressed and need support to understand what has happened and reassurance that everybody is now OK, especially if they have seen people get hurt. It is important not to reinforce to pupils that hurting others and being hurt is acceptable, as they

may fear that staff will think it is OK for them to get hurt. It is important that the dignity of the pupil in crisis is maintained whilst ensuring that everybody involved is enabled time to express their feelings, fears and anxieties.

### **Complaints and allegations**

At St Giles School we work hard to develop a positive partnership with parents/carers and their children but sometimes things may go wrong. We will try to work together informally to resolve any differences we may have as quickly and effectively as possible and to learn from them to prevent anything similar from happening again.

All concerns and complaints are taken seriously and our aim will always be to address any 'concerns' before they escalate to become formal 'complaints'. However, the governors have a responsibility under Section 29 of the Education Act 2002 to have in place a procedure to deal with complaints relating to the school and any community facilities or services that the school provides. The Department for Education (DfE) also provides clear advice on complaints, excerpts of this can be found in the school's policy.

Our policy and procedure is based on the guidance provided by the DfE for 'School Complaints Procedure 2016'. It is agreed and monitored/reviewed by the Governing Body.

### **Monitoring and review**

This policy will be monitored regularly and reviewed by the governing body at least annually or as required. This is the first version of this policy and it is due to be reviewed in September 2019.

The Head Teacher is responsible for the implementation of this policy and Charles Savage is the Link IEB member, who also has responsibility in this area.