

Laleham Gap School – LGS45 Positive Handling Support and Intervention Policy

Kent County Council

Education Learning and Skills Directorate



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1.0 Security Protective Marking

Not Protective Marked

2.0 Summary of Changes

2.1 The following changes have been made to this policy in February 2013:

- Inclusion of Security Protective Marking
- Policy name change Positive Handling, Support and Intervention Policy

3.0 Introduction

3.1 This Policy was approved by the Learning and Development Team of the Governing Body on 1 December 2011. The Policy links with the joint Pupil Discipline and Behaviour Policy and is updated accordingly on an annual basis.

The Governing Body of Laleham Gap School acknowledges both statutory provision and intentionality within Equality; Diversity and Direct Discrimination legislation* culminating in the Equality Act 2010 (effective from 1 October 2010) in drafting and reviewing this school policy. The Governing Body actively seeks to promote policy measures to cease inequality, all forms of discrimination and enhance opportunity and well-being within every aspect of the school's business for pupils, staff, governors and community stakeholders.

*Sex Discrimination Act 1976; Race Relations Acts 1976 & 2000; Childcare Act 2006; DDA 1995 & 2005; Civil Partnership Act 2004; Gender Recognition Act 2004; Equality Acts 2006 & 7 and Statutory Instruments.

3.2 In special schools there are pupils with severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline.

Section 93 of the Education and Inspection Act 2006 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the head teacher to control or restrain pupils. Teachers and other authorised school staff are reminded that use of physical force must be reasonable and comply with:

- Section 93 of the Education and Inspections Act 2006
- Joint DfES/DH guidance issued July 2002, "The use of restrictive physical interventions for staff working with pupils and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder"

- Joint DfES/DH guidance issued 2003 'Guidance on the use of physical interventions for pupils with severe behavioural difficulties'
- DfSCF November 2010 'The Use of Force to Control or Restrain Pupils'
- Local Authority policies and guidance
- School discipline and behaviour policies.

Only those members of staff who have received PROACT-SCIPr- uk® training (and where this has been updated if more than a year has passed) are authorised to use restrictive physical interventions in the school, in accordance with school behaviour policy.

3.3 SCHOOL EXPECTATIONS

The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with pupils and using diversion, diffusion and negotiation to respond to difficult situations. Behaviour management should be proactive rather than reactive.

In accordance with the Law and the guidance listed above, the school considers it appropriate for teachers and other authorised school staff to use restrictive physical interventions to prevent a pupil from:

- a) committing a criminal offence;
- b) causing personal injury
- c) damage to property
- d) prejudicing the maintenance of good order and discipline

Some examples of situations where reasonable force **might** be used are:

- to prevent a pupil from attacking a member of staff or another pupil
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson; or
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

Restrictive physical interventions should always be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern.

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 cause.

The minimum force necessary should be used, applied for the shortest period of time, and the techniques deployed should be those with which the staff involved are familiar and able to use safely, namely PROACT-SCIPr- uk® interventions.

Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, should be dealt with under school disciplinary procedures.

3.4 **Seclusion.**

The use of seclusion is a form of physical intervention and should only be considered in exceptional circumstances. Its sole aim is 'to contain severely disturbed behaviour which is likely to cause harm to others' DoH 2008.

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

Seclusion can be defined by the following points:

- The pupil is taken to the room by a member of staff
- The pupil is monitored from outside the room
- The pupil is unable to leave the room

As with all other physical interventions, staff should record and report the incident in accordance with school procedures.

Seclusion should not be confused with '**time out**' which involves restricting a pupil's access to all positive reinforcements (usually as a planned response to a particular behaviour); or '**withdrawal**' which involves removing the pupil from a situation which causes anxiety or distress to a location where they can be observed and supported until they are ready to resume their usual activities.

3.5 **POSITIVE BEHAVIOUR MANAGEMENT**

All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. The school will work in partnership with parents and others who know the pupil well to:

- Find out why the pupil behaves as he or she does
- Understand the factors that influence the pupils behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical force is rare and when there is no alternative.

Staff should refer to the school's behaviour policy when developing and implementing behaviour support plans. All behaviour support plans should be formally agreed and ratified before implementing them in school. Plans should be formally recorded in accordance with school procedures and set out the action taken to:

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur.

The Behaviour team, Form Tutor and other staff as appropriate will draw up a behaviour support plan. The Head Teacher will oversee and approve the plan.

Copies of the plan will be provided to: every class team; file of behaviour plans (Assistant Head teacher's office); pupil's educational file; care file (for residential pupils)

A behaviour support plan review date will be set at the time of writing.

3.6 **RISK ASSESSMENT AND PLANNING FOR USE OF RESTRICTIVE PHYSICAL INTERVENTIONS**

The school acknowledges that some pupils behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a behaviour support plan.

All identified behaviours necessitating use of physical intervention should be formally risk assessed. The resulting risk management strategy must be compatible with a positive behaviour management approach.

Planned use of physical intervention must be clearly shown to be in keeping with the pupil's statement and his or her behaviour support plan. It should also be properly documented within school records.

All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Techniques and methods for managing pupils using restrictive physical interventions must be assessed to ensure they are suitable and appropriate for use with the named pupil.

They should be agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when pupils are looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of physical interventions in and out of school.

In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy should be agreed and the matter referred to the LEA. If necessary, adjudication might be offered by an independent officer nominated by the local Area Pupil Protection Committee.

The school views it necessary to consider planned use of physical intervention only in the circumstances described in section 2 above.

The school will assess and manage the risks presented by pupils where there is a high likelihood or high incidence of physical intervention, using the school pro forma, alongside the pupil's behaviour support plan.

All staff coming into contact with pupils who may present a risk should have the necessary information on the pupil concerned.

The Head Teacher in discussion with the Assistant Head teacher, will review each use of restrictive physical intervention to ensure that it is compatible with a positive approach to improving behaviour and in keeping with pupil's statement and behaviour support plan.

The school has adopted the PROACT-SCIPr- uk® technique/methods for implementing planned use of physical intervention, in accordance with LEA guidance.

The school works in partnership with the appropriate LEA Advisor to agree the techniques and methods to be used to implement planned use of physical intervention. Disputes or concerns should be referred to the LEA.

3.7 USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN UNFORESEEN AND EMERGENCY SITUATIONS

The school acknowledges that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- Before using reasonable force – staff attempt to use diversion or diffusion to manage the situation
- When using reasonable force – staff must use the techniques and methods with which they are familiar and confident, and are permitted by the school
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with Section 93 of the Education and Inspection Act 2006.

Unforeseen or emergency situations might arise with a new pupil or with an inexperienced member of staff. Extra caution should be applied in these circumstances.

PROACT-SCIPr- uk® techniques are suitable for use in typical emergencies.

Staff should always report and record use of physical force that occurs in unforeseen or emergency situations using school procedures.

3.8 POST-INCIDENT SUPPORT

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and may result in injuries to the pupil or staff. After incidents have subsided, it is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries.

Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures. The school will take action to report any injuries to staff or pupils in accordance with RIDDOR. If a two person escort has been used the pupil must be checked by a member of the Medical team and monitored for 72 hours after the incident.

Staff should provide colleagues and pupils with necessary recovery time following an incident.

The Head Teacher, or, in his absence, the Deputy Head Teacher, will report injuries to HSE (HSE information line: 0541 545500; www.hse.gov.uk).

3.9 REPORTING AND RECORDING USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

After incidents in which physical intervention is used, staff should report and record the matter, in accordance with school procedures. All incidents requiring the use of physical intervention should be thoroughly and systematically documented.

Physical Intervention Log

All incidents involving the use of a Physical Intervention must be reported in the PHYSICAL INTERVENTION RECORD form. These incidents are numbered and contained in a bound Log Book which is kept in the Assistant Head Teachers Office at Secondary. This should be done as soon as possible, within 24hrs of the incident and where possible completed with a PROACT-SCIPr- uk® trainer. The purpose of recording is to ensure Policy Guidelines are followed, to inform relevant parties, to analyse behaviour, to identify training needs, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry. On completion, the form should be countersigned by the SLT and a copy to be filed in the Incident Log file in the Assistant Head's Office.

The school will ensure that parents are informed as soon as practicable after such incidents. The documentation will be available to Governors and representatives of the LEA at any time.

The log is monitored by the Governors who sign to say they have read and checked the entries.

4.0 MONITORING USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Use of physical intervention in school is monitored in order to help staff learn from experience, promote the well-being of pupils in their care, and provide a basis for appropriate support. Monitoring will help staff to determine what specialist help is needed for pupils and to assess the appropriateness of the pupil's placement at the school. Information on trends and emerging problems should be shared within the school.

The Head Teacher or, in their absence, the Assistant Head Teacher, monitors and evaluates each incident of physical intervention.

This incident monitoring informs risk assessment and management, contributing to future planning and improving day-to-day practice.

Monitoring information is reported regularly to school governors.

4.1 RESPONDING TO COMPLAINTS

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by the school in relation to use of force by staff, the matter will be dealt with in accordance with agreed procedures for handling allegations against members of staff.

Complaints will be investigated by an appropriate member of the Senior Leadership Team.

4.2 **STAFF TRAINING**

All new staff attend a one day PROACT-SCIPr- uk® Introductory Course provided by Kent PROACT-SCIPr- uk® Network trainers. The school currently has three in-house trainers. This training provides staff with proactive and active positive behaviour support strategies to meet pupil needs and training in the use of approved physical interventions. Participants must successfully pass both a theory test and a practical assessment on completion of the course.

Training is updated annually with the PROACT-SCIPr- uk® Refresher Course.

Staff development days are frequently devoted to training that will increase understanding of pupil needs thus promoting positive behaviour support.