



Behaviour and Physical Intervention Approach Policy

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Policy Development & Consultation

Ladywood staff have contributed to the development of this policy during staff and curriculum meetings, and have been consulted throughout the process.

Background Information about the School

Ladywood is a mixed school for pupils aged 4 - 11 years, who have complex learning difficulties. Our pupils come from a large and very mixed area, and the majority of pupils are transported to school by the local authority. At Ladywood we aim to provide all our children with a broad and relevant education. We do this in a positive environment that reflects our commitment to high expectations for all.

Philosophy

This policy follows the agreed 'Challenging Behaviour and Physical Intervention' policy format for Special Schools in Bolton.

This policy has been drawn up to protect pupils, staff and others within Ladywood, in line with recommendations in current guidance:

- 1. Education and Inspections Act 2006 (Section 93)**
- 2. DfE Use of Reasonable Force in Schools (July 2013)**
- 3. Education Act 1996 Circular 10/98**
- 4. DfE mental Health and Behaviour in Schools (Nov 2018)**
- 5. Reducing the Need for Restraint and Restrictive Intervention HM Government June 2019**
- 6. Behaviour in schools (Sept 2022)**
- 7. Keeping Children Safe in Education (Sept 2023)**

8. Trauma Informed Schools UK (2024)

School Expectations

The school expects that:

Good relationships with pupils will be established and maintained. This will be the primary way of encouraging positive behaviour and pupil progress. This involves high expectations of pupils, treating pupils with dignity and respect at all times, rewarding good behaviour and encouraging independence and self-regulation of challenging behaviours. Respect for other people and their property is central to these concepts and staff should always be aware of their responsibility as role models for pupils.

Difficult situations will be managed by diversion, diffusion and negotiation, with particular involvement of those staff that know the pupil best.

Physical intervention should not be used other than as a last resort to reduce risks and as part of an agreed Behaviour Management Plan for individual pupils.

Physical intervention that is excessive or is used as a form of punishment is unacceptable and will be dealt with under the staff disciplinary procedures.

Positive Behaviour Management

Ladywood School has a positive approach to supporting behaviour management. We have created a Total Communication environment, which enables our children to communicate to the best of their ability, which we believe reduces the number of incidents related to poor behaviour in school. As a school we strive to create an environment where mental health and trauma-informed approach to behaviour is the golden thread of all we do. There is clear communication with our families, multi-agencies, class teams, Behaviour Lead, SE Pathway team, to ensure a consistent approach for all of our children.

Ladywood School has a positive approach to behaviour management:

- Staff read body language
- Staff are able to be an emotionally available adult
- Staff read behaviour and assess the situation
- Intervene early
- Communicate "Talk and I'll listen"
- Inform of desired behaviour
- Use appropriate humour
- Display CALM stance and body language
- Talk low, slow and quiet
- Offer reassurance – including positive physical prompts (contingent touch)
- Divert and distract by introducing another activity.

This approach rewards pupil's efforts to build self-esteem by, for example, verbal praise within the class group, pupils taking good work to a senior member of staff, dojo points, School Certificates, individual recording charts, assignment of

responsibilities, etc. Parents and other professionals are involved where appropriate to help identify positive rewards that will be of particular significance to individual pupils.

Pupils who are known to present with behaviours that challenge will have detailed Individual Behaviour/Positive Handling Plans.

PROTECT

Increased 'safety cues' in all aspects of the interactions we have with children and young people; 'meet and greet' at the door and an open-door policy for informal discussions with parents/carers.

ALL staff are trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious

Staff 'interactively repair' occasions when they themselves move into defensiveness.

Pedagogic interventions that help staff to get to know children better on an individual basis. This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well.

Safeguarding:

A child that is displaying what we may believe to be 'challenging behaviour' could have suffered from abuse or neglect. The behaviour that is being displayed could be 'distressed behaviour'.

If we have serious concerns about a student's behaviour, we will follow our behaviour policy and will also consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs is required (see guidance [Working Together to Safeguard Children](#))

RELATE

A school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

Vulnerable children are provided with repeated relational opportunities with emotionally available adults.

What constitutes distressed behaviour?

Ladywood School considers behaviour to be distressed if:

1. The behaviour itself or its frequency, intensity, or duration is inappropriate given a pupil's age and level of development.
2. The behaviour presents a threat to the wellbeing of the pupil and/or other pupils and staff.
3. The behaviour constitutes a significant additional disability to the pupil by interfering with the learning of new skills and/or by restricting access to important learning opportunities for either themselves or others.
4. The behaviour causes significant stress to the individual concerned and/or to those who live and work with or alongside the pupil, and impairs the quality of their lives to an unreasonable degree.
5. The behaviour is contrary to social norms and would be considered to be socially unacceptable, offensive, destructive or disruptive.

Individual Behaviour/Positive Handling Plans

Relational interventions specifically designed to bring down stress hormone levels in vulnerable children, enabling them to feel calm, soothed and safe.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions is promoted for children accessing a Pathway offer and support regulating children that require support.

Where a pupil presents concerns, any member of staff can ask for a behaviour meeting to be convened to discuss key issues, by arrangement with the Assistant Head responsible for Behaviour Management. This will be open to all key members of staff unless specified otherwise.

Other Education, Health or Social Services professionals involved with the pupil may be invited to this meeting, or provided with a synopsis of the outcomes if unable to attend. Parents may be invited, but in any case must be kept informed of both the strategies being adopted in school and the difficulties experienced by the school. A member of the Behaviour Support Team will chair the meeting. A record will be kept by completing the "Individual Behaviour/Positive Handling Plan" pro forma. The Positive Handling (shaded) part of this plan is only completed where physical handling is appropriate. A risk assessment has been integrated into this form. A signed copy must be made available for the parents to sign after reading.

At the meeting the following issues will be discussed:

1. Positive aspects to the pupils character, his or her likes and dislikes.

2. The specific behaviours that challenge.
3. Early warning signs of behaviours
4. Strategies, including rewards, de-escalation, diffusion or distraction.
5. Physical handling issues and, where appropriate, completion of the Positive Handling section of the plan.
6. Restorative practise tailored to the individual.
7. Who should share the outcomes of the meeting, who will be responsible for this and how will it be done?
8. Time-scale for review.

All relevant staff will be kept informed about the agreed strategies for a particular pupil via staff briefing and staff meetings.

Planning appropriate strategies, controlling the environment, setting appropriate expectations, etc., should be the way we positively and proactively manage behaviour. The use of physical intervention should be avoided wherever possible.

When physical intervention may be used

The staff of the school understand that there may be situations where an unexpected response occurs that is likely to result in one of the following:

- Injury to a person
- Serious damage to property
- Serious breakdown of discipline

In these situations it may be necessary to use physical intervention to prevent injury or serious damage to property. However, any use of force must only be by those authorised by the Head Teacher and must comply with the above Dept. for Education document (Section 93 of the Education and Inspections Act 2006), this policy, the LA policy and behaviour support plans, and any other relevant school policies.

Authorised Staff

Staff will only be authorised by the Head of School if they have completed a course of training that has been:

- Approved by the Governing Body.
- Considered and supported by the Local Authority.
- Considered and supported by Health and Social Services.
- Approved by the Institute of Conflict Management (ICM).

The following training methods are currently acceptable- Team Teach Training.

As part of our robust induction for all new staff at Ladywood all staff are expected to complete the accredited Team Teach training.

Risk Assessment & Planning for the Use of Reasonable Force

“Keeping Children safe in Education” September 2021

What constitutes “reasonable force”?

The decision to plan the use of reasonable force in the form of physical intervention, and subsequent risk assessment, must include reference to:

- The seriousness of the incident; i.e. is there likely to be injury to a person, serious damage to property or a serious breakdown of discipline?
- Is there any other strategy that could be used? The relative risks of using physical intervention must also be compared with other possible strategies
- The age, cultural background, gender, stature and medical history of the pupil concerned
- The application of gradually increasing or decreasing levels of force in response to the persons' behaviour, always encouraging the individual to take control of their own behaviour.

“Team-Teach techniques seek to avoid injury to the service user, 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 pupils in school remains safe.”

(George Matthews – Director Team Teach)

Unacceptable practices

These include practices that might expose pupils or staff to foreseeable risk of injury or psychological distress. Examples (not a full list) include:

- Any form of hitting/slapping.
- Withdrawal of food or drink.
- Verbal bullying/shouting or persistent criticism.
- Any form of holding not included in Team Teach training.

The distinction between:

DfES/DH guidance of July 2002 notes the importance of understanding the difference between i-iii below. It is important that correct language is used when reporting incidents.

i. Seclusion

Where a pupil is forced to spend time alone against their will. This is unacceptable practice.

ii. Time out

Which involves restricting the pupil's access to all positive reinforcement as part of a behavioural programme.

iii. Withdrawal

Which involves removing the pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

Use of Reasonable Force in Unforeseen and Emergency Situations

Planned physical intervention is where an incident is foreseeable; emergency intervention occurs where the incident cannot reasonably be anticipated. In this situation:

- Before using physical intervention, diversion or diffusion should be attempted.
- Any techniques used must be within the training provided by school.

Where an emergency situation has arisen, a Physical Intervention record form must be completed and a Behaviour Meeting must be held as soon as possible after the incident to ensure future strategies and interventions are co-ordinated and planned.

Post-incident Support

First Aid Procedures

Staff who have First Aid responsibilities are indicated in the Staff Handbook and on signs visible around school. The safety of all should always be the priority before, during and after incidents of distressed behaviour.

Staff

As staff working in a school for pupils with complex learning difficulties and autism, we may expect to come across some incidents of distressed behaviour. However, some incidents are so intense that they can cause considerable and understandable stress and/or injury to staff. Whenever staff are injured or traumatised by an incident, they should not return to the stressful situation until they have been given time to feel calmer and more confident about going back to class. Staff should feel confident about expressing their feelings after an incident and asking for whatever support they feel they need at that time. Accepting help will be seen as a professional strength, not a weakness. This may have a knock-on effect on other staff and classes, the class team involved, etc., but all staff must be willing to support colleagues who are hurt or distressed.

Pupils

Pupils should be encouraged to understand the consequences of their behaviour wherever possible, and be supported in this through positive reward strategies. Reward strategies and subsequent visual consequences will be appropriate to the age and maturity of pupils within a class and take account of individual pupil motivators. Ladywood School does not advocate one system but expects class teams to develop strategies appropriate to the pupils within a class.

Pupils displaying distressed behaviours should be encouraged to take control of their own behaviour as soon as possible. It is vital that all staff working with pupils who have challenging behaviour make themselves aware of the Individual Behaviour/Positive Handling Plan as this will contain information that helps ensure everyone's safety.

Pupils witnessing or being hurt by the distressed behaviour of others should be immediately offered support and comfort. They should be offered the opportunity to discuss their experiences with a familiar member of staff, in whatever way is understandable to them. Parents should be informed if a pupil is hurt or particularly distressed by an incident, but should not be given the name of the pupil with challenging behaviour unless this has been discussed with their parents first.

REFLECT

Staff training and development and training in the art of good listening, dialogue, empathy and understanding.

Staff will use models such as the use of 'WINE' statement and psycho-education as a preventative input in accordance with Trauma Informed approaches.

Staff CPD is strategically planned to support children move from 'behaving' their trauma/painful life experiences, to reflecting on them.

Families

Parents should receive an accurate and balanced view of their son/daughter's performance at school. This includes being informed of any serious incidents of challenging behaviour, although this should be balanced if, for instance, the pupil has produced some good work that day that parents can also be told about. It is not acceptable to "withhold" information about challenging behaviours from parents because you are concerned about them being distressed. They will be far more distressed if the first they hear of their son/daughter's challenging behaviour is when someone is hurt. Information regarding behaviour in school will be communicated directly to families by members of the class team and not via the passenger escorts.

If families are distressed and require support following an incident, contact with the school Senior Leadership Team (SLT) will be offered. It may be appropriate to hold a Child in Need meeting.

Reporting and Recording Incidents

It is very important that incidents are recorded. Recording incidents and subsequent analysis will help identify any patterns of challenging behaviour and therefore provide information to help understand and reduce incidents. Information recorded can be used positively to protect you from allegations of misconduct at a future date if necessary.

Ladywood School will provide training and documentation for staff to use CPOMS where we record and analyse physical interventions and Stage 1 and 2 Behaviour incidents. Weekly data of all physical interventions will be shared with the trust.

Physical Intervention Record (PIR)

Completing a PIR (Physical Intervention Record) on CPOMS following an incident provides the opportunity to record all significant details. PIRs should record the situation (date, time, location, staff involved), give a factual account of the incident, which de-escalation strategies have been used as well as specifying any physical intervention techniques. Any injuries sustained by pupils and staff involved must be recorded.

Multiple Incident Record

Where incidents are so frequent that continually completing forms becomes impractical a multiple incident record can be used to provide the date/time, duration and type of holding. This information can be recorded in a simple list (e.g. the Multiple Incident Record). This system aims to make recording more manageable and prevent under-recording of incidents. However, this is only acceptable when working within an existing Positive Handling Plan.

The records of use of positive handling must be copied to the Head or Deputy Head for recording in the bound record book as identified in Education Act 1996:

"Schools should keep an up to date record of all such incidents, preferably in an incident book"

Accident Forms

A digital accident form must be completed and uploaded to CPOMS if there has been an injury (accidental or otherwise) to any pupil resulting from challenging behaviour.

Any staff that obtain an injury (accidental or otherwise) must complete an accident form which is emailed to the DSL.

Monitoring the Use of Force

The use of physical intervention will be monitored by the Assistant Head responsible for Behaviour Management and this information will be shared with SLT and Safeguarding Governor.

Responding to complaints

It is hoped that conflicts can be resolved informally wherever possible. However, it is possible that the use of physical intervention techniques can lead to allegations of either inappropriate or excessive force. If the complaint relates to the use of force, the matter will be investigated in accordance with Dept. for Edu / LA policy guidelines.

Staff Training

The Local Governing Body consider the following training to be appropriate:

Team Teach 12 Hour "Level 2" course (see www.team-teach.co.uk) for all staff working within the classroom however Woodbridge Trust are committed to ensuring every member of staff within the Trust completes Level 1 team –teach.

Ladywood School has 4 members of staff who are trained at Team Teach instructor level (intermediate 5 day course). Ladywood tutors are able to provide requested training to other schools within Bolton LA. They may also be asked to support other tutors from Bolton special schools in delivering training within Bolton LA.

New staff will be trained as soon as possible after their appointment; this may be with staff from other schools across the LA.

Staff will be updated as per the current recommendations of Team Teach and will be provided with opportunities to hone their skills (e.g. staff using "caring C" to escort pupils around school where necessary, practice skills at staff meetings, etc.).

Ethnicity & Equal Opportunities

Our policy is designed to be culturally appropriate and inclusive of all children. We will aim to avoid any form of racism, sexism and stereotyping.

Community Links

The emphasis is upon learning within the home, school and community. Pupils will be given the opportunity to transfer knowledge, skills, attitudes and concepts that they have learnt to other situations. Some pupils are offered time learning in other settings, e.g. mainstream schools, museums, nurseries. Social inclusion is encouraged wherever possible. Opportunities are created for all pupils to develop awareness of other cultures.

Partnership with Parents

At Ladywood, we strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of children are paramount. We believe firmly in the need for involvement of parents and carers in the education of their children at Ladywood.

Monitoring the Policy

The Trustees are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

Dissemination of the Policy

Head teacher of School, Trustees, all staff members and health professionals will have access to this policy. Copies are available in school for parents on request.

As set out in **DfE Behaviour in schools (Sept 2022)** the policy will be available on our school website.

