



BEHAVIOUR MANAGEMENT, POSITIVE HANDLING, SUPPORT AND INTERVENTION POLICY

(including reasonable force and physical restraint and search of pupils)

This policy was approved by the Full Governing Body in Autumn 2017 and will be reviewed Autumn 2018

(To be reviewed in conjunction with Anti-Bullying and Harassment Policy)

Aims and expectations

As a church school with a strong Christian ethos, we aim for every child to be happy, well behaved, polite, kind and considerate - feeling secure and self-confident at school and eager to learn.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated positively and fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, promoting the safeguarding and welfare of children.

We believe that if children are to be successful in the real world they must be capable of making independent, responsible choices about the way they behave. By the time they leave Year 6, we want our children to have a high level of self-esteem resulting in confident, positive behaviour. In order to achieve this, we endeavour to organise the learning environment to promote positive behaviour.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Compton and Up Marden School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school does however reserve the right to screen and search pupils for items banned in the school rules e.g. knives. This policy supports the school community in aiming to allow everyone to work together in an effective, safe and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way, whilst being committed to eliminating discrimination, harassment and victimisation. This policy aims to help children to become positive, responsible and increasingly independent members of the school community, fostering good relations between all pupils.

This policy embraces the provisions of the Government Guidance 'Ensuring Good Behaviour in Schools', DFE 2014.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.
- The children receive a stimulating and relevant curriculum to which they are entitled and one in which they are actively involved.
- When staff show disapproval, the children are clearly aware of the reason for this and the sanction(s) that may follow.
- **The aim of this policy is to set out measures which:**
 - promote a safe and secure environment;
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils can learn without distractions from others;
 - regulate the conduct of pupils.

We believe that teachers have the right to teach and children have the right to learn in a classroom free from disruptive behaviour.

Expectations that we follow across the school include:

1. Shared areas (Corridors/hall)

- When moving around the school, children should walk quietly.
- During assembly children should enter and exit silently.

2. The Playground

- No toys, sweets, money, valuables or jewellery should be brought to school unless specifically requested.
- When the whistle is blown children stand still. When they are told they move quickly and quietly into the school.

3 Uniform

Children are expected to dress smartly and wear school uniform. For P.E. lessons the correct kits must be worn. The only jewellery permitted to be worn is watches and safety studs if children have pierced ears. These must be removed for P.E. Children should have an appropriate hairstyle (trams lines or dyed hair are not permitted) and flat school shoes; they should not wear nail varnish, body ornaments or tattoos.

4 Mobile Phones

- These are only to be brought to school with the agreement of a child's parents / carers. The mobile should be taken to the school office at the beginning of the day. It will be stored safely throughout the day and can be collected at the end of the day.

5 General/Safety

During wet play, children stay in the hall and enjoying suitable quiet activities. They clear up when the whistle goes.

- Children only bring money into school when asked, e.g. school trips or cake sales. It should be in an envelope and clearly labelled.
- Children only eat lunch at lunchtime. A fruit snack can be brought to eat at playtime. A water bottle must also be provided. Lunch must not contain sweets, bars of chocolate or fizzy drinks. No breakable containers of any type should be brought to school.
- Children should arrive at school no earlier than 8.30am (except for any clubs) and unless notified in writing or by phone and recorded in the going home book, they must go to parents/carers at the end of the day. Parents are responsible for their own children once they come out of school and need to ensure that their behaviour does not endanger themselves or other people.

6 Behaviour Out of School

- Whilst children are in uniform it is expected that children continue to represent the school to an expected standard. Children seen behaving inappropriately will be followed up.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

On a daily basis, we **expect** children to intrinsically behave well (rather than for a reward) and the vast majority of children in our school demonstrate consistently good behaviour. However, it is also

important to acknowledge this in a variety of ways which may include the following:

Daily -

- Positive verbal praise – regularly and deliberately noticing instances of good behaviour
- Individual in-class reward systems appropriate to the age and needs of the children e.g. stickers, monitors.
- House points awarded through our School House system - Winchester, Durham, York and Canterbury.

Weekly

- A Star of the week for each class can be nominated by the class teacher and presented in a weekly celebration assembly. These can be for good work, effort and behaviour.
- In Hedgehog and Fox Class, 'Golden Time' is offered on Friday afternoons to all children who have maintained good behaviour throughout the week
- 'Gold Award' – children can be nominated by any member of the school community. These awards are to acknowledge exceptional behaviour and attitudes in the wider world, above and beyond expectation

Half Termly

- Invitation to attend a 'tea party' with the Head teacher - for one child from each class who has consistently demonstrated the Christian value of 'love' at school.

Yearly

- Ambassador Roles - Through many areas of the curriculum, children have the opportunity to apply for leadership positions such as Librarians, Sports Leaders, School council. These opportunities are awarded to children whose own conduct around school sets the example to others. Prizes awarded during end of Year Prize giving assembly.

The school acknowledges all the efforts and achievements of children, both in and out of school. This is primarily done in Monday's Celebration Assembly but is also routinely undertaken in class.

Dealing with behaviour that is unacceptable

We consider behaviour to be unacceptable when:

- Teachers, teaching assistants, lunchtime staff and other adults are prevented from carrying out their duties
 - Children are prevented from normal working practices which is detrimental to their learning
- Children are rude and use unacceptable language

- Children show verbal or physical aggression
- Children behave in an unsafe or non-compliant manner

Disciplinary matters are dealt with by the class teacher in the first instance. It is expected that class teachers will contact a child's parents early on where behaviour is a cause for concern so that school and parents can work in partnership to support a child in improving their behaviour.

More serious incidents or frequency of incidents may also require the involvement of the Deputy Headteacher or Headteacher. At this point, a higher level sanction may be applied according to the behaviour.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil or adult, the class teacher records the incident and the school will contact either the child's parents or both children's parents to seek an appointment in order to discuss the situation.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Adults in our school do not use physical force e.g. hit, push or slap children. Staff only intervene physically to restrain children so as to prevent injury to others, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Behaviour Boards

EYFS/KS1:

An 'infant-friendly' behaviour board consisting of a star, sunshine, a grey and black cloud is used. This provides a strong visual representation of expected behaviour that is suitable for the youngest children in the school.

- A sunshine, with all the children's names on, is displayed in the classroom. Every child begins on the sunshine each day in order to promote positive expectations for the day ahead.
- If behaviour falls below the expected standard, a verbal warning is given and that child's name is moved to the grey cloud (this can be redeemed by correcting the behaviour with the child's name moving back to the sunshine).
- If the unacceptable behaviour continues, the name is moved to the black cloud (this can be redeemed by correcting the behaviour with the child's name moved back to the grey cloud and also back to the sunshine with further improved behaviour).
- Children who remain on the black cloud will receive an age appropriate sanction and this will be recorded by the teacher in a Class Behaviour Log
- Children who consistently show good behaviour are moved to the 'star' and rewarded appropriately.

KS2:

In Fox and Buzzard there is a yellow 'Well done board' displayed in each classroom.

- Children are expected to behave well
- If behaviour falls below the expected standard, a verbal warning is given. (This can be redeemed by correcting the behaviour.)
- If the behaviour is not adjusted/continues, the child's name is written on the red board. (This can be redeemed by correcting the behaviour with the verbal warning remaining. If behaviour continues to improve, the verbal warning is also redeemed.)
- Children who consistently show good behaviour are moved to the 'well done' and rewarded appropriately.

- Children who remain on the red board will receive a suitable sanction (see below) and this will be recorded by the teacher in a Class Behaviour Log.

Sanctions

EYFS/KS1/KS2

If a behaviour continues after a verbal warning, then the following sequence of sanctions will be applied:

1st time – Name on black cloud or red board

- Appropriate sanction e.g. 5 minutes play time missed

2nd time – Name remains on black cloud/written again on red board

- Additional sanction (e.g. further 5 minutes play time missed) and work at an individual table/area of the classroom

3rd time – Name remains on black cloud/written again on the red board

- Time out in a partner class (usually 5-15mins depending on the child and the nature of the incident)
- Return to partner class if behaviour is not corrected
- Extended Friday break will be forfeited

All incidents resulting in the black cloud or red board will be recorded in the Class Behaviour Log. Three incidents will result in a discussion with the Headteacher during the forfeited extended Friday break. Class teachers will inform parents at this stage.

Continued poor behaviour will result in the following chain of sanctions:

- Half day internal isolation (or following morning according to the time)
- Daily Report card/behaviour chart for a minimum period of one week
- Formal internal isolation for a defined period of time (letter sent home to parents)
- In exceptional circumstances, for example non-compliance, unsafe behaviour or attempting to physically hurt another (through words or actions), sanctions will immediately begin at the internal isolation stage.
- West Sussex County Council guidelines for exclusion will also be applied in the most serious cases warranting this.

Exceptional/Individual Circumstances -

It is important to note that, although the above procedures and principles will be effective for most children, in some individual cases a personalised approach to behaviour management may need to be followed in order to ensure the successful inclusion of individual

children with specific, identified needs. The SENCO will take a lead role in working with class teachers and parents to devise and monitor the effectiveness of any such plans.

Although personalised plans and strategies will be put in place to enable children with SEND to succeed at school, it is important to note that the school has a duty of care to all children and, if an individual child's behaviour is impacting negatively on the safety and learning of others, sanctions within the behaviour policy will be applied as necessary in order to ensure the school's duty of care to all pupils.

Fixed-term and permanent exclusions

Only the headteacher or the assistant headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, the headteacher will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher should inform the LA using the appropriate forms and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

BULLYING

1 Bullying is defined as:

- 1.1 deliberate and unprovoked hurtful behaviour, which is not always explicit
- 1.2 repeated over a period of time
- 1.3 a person being put into a situation in which they find it difficult to defend themselves
- 1.4 victimisation, ie the bully has, and exercises power over the victim

2 The main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups); use of mobile phone or social networking to harass.

3 Bullying is not simply two children falling out with each other.

4 Action will be taken if bullying behaviour is taking place. Every adult at Compton and Up Marden CE School is responsible for the welfare of the pupils. It is everyone's responsibility to prevent bullying from occurring.

REASONABLE FORCE

(taken from Use of Reasonable Force: Advice for headteachers, staff and governing bodies [DFE-00295-2013])

What is reasonable force?

1.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

1.2 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

1.3 'Reasonable in the circumstances' means using no more force than is needed.

1.4 As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

1.5 Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

1.6 School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to

avoid injuring the pupil.

2 Who can use reasonable force?

2.1 All members of school staff have a legal power to use reasonable force

2.2 This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

3.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

3.2 In a school, force is used for two main purposes – to control pupils or to restrain them.

3.3 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

3.4 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

3.4.1 remove disruptive children from the classroom where they have refused to follow an instruction to do so

3.4.2 prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

3.4.3 prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

3.4.4 prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

3.4.4 restrain a pupil at risk of harming themselves through physical outbursts

3.5 Reasonable force must not be used as a punishment. Behaviour Management (including Reasonable Force, Physical Restraint and Search of Pupils) TBR Sum 17 5

3.6 Schools do not require parental consent to use force on a student but it is good practice to inform the parents of the child who was restrained. Also it is good practice to record the incident.

4 Power to search pupils without consent

4.1 Authorised staff may search pupils for the following prohibited items:

4.1.1 knives and weapons

4.1.2 alcohol

4.1.3 illegal drugs

4.1.4 stolen items

4.1.5 tobacco and cigarette papers

4.1.6 fireworks

4.1.7 pornographic images

4.1.8 any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

4.2 Force cannot be used to search for items banned under the school rules.

POSITIVE HANDLING, SUPPORT AND INTERVENTION

All school Policies adhere to the articles of The United Nations Convention on the Rights of the Child.

The Positive Handling, Support and Intervention Policy recognises Article 3 of The United Nations Convention on the Rights of the Child "All organisations concerned with children should work towards what is best for each child"

References

- The Health & Safety at Work Act 1974
- Management of Health & Safety at Work Regulations 1999
- Section 550A of the Education Act 1996
- DfEE Circular 10/98 'Section 550A Of the Education Act 1996- The Use of Force to Control or Restrain Pupils'
- The Children Act 1989
- Criminal Law Act 1967
- School Standards and Framework Act 1998
- The Human Rights Act 1998
- The Sexual Offences (Amendment) Act 2000
- Guidance on the use of Restrictive Intervention for Employees/ Volunteers Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002 (LEA/0242/2002)
- Joint NEOST/Teacher Union Guidance on Education Employees/Volunteers and Child Protection (employees/volunteers facing an allegation of abuse) September 2002
- Child Protection Preventing Unsuitable Persons from Working with Children and Young Persons in the Education Service May 2002

- Promoting Positive Handling Strategies for Pupils with Severe Behavioural Difficulties
- Special Educational Needs- Code of Practice- Disability Discrimination Act
- Preventing the Abuse of Trust Joint NEOST/Teacher Union Guidance

This policy provides guidance for the whole school community on the day- to day practice and management of Behaviour and Discipline. We seek to promote an atmosphere of good behaviour and orderliness in the life of the school at all times, encouraging the children to respect the school building, its equipment and the people working in it. It is important for the children to develop a sense of pride in themselves, their work and in their school. We treat all children as individuals and encourage them to develop social skills and independence.

BEHAVIOUR MANAGEMENT AND CARE & CONTROL

Children who present with challenging behaviour make special demands on schools. Examples of such behaviours include violence towards other children or staff, self- injury, actions performed with reckless disregard for safety and deliberate damage to property.

Schools are expected to adopt positive behavioural management techniques to help such children to modify their behaviour in the long-term.

Whenever it is foreseeable that a pupil might require a restrictive physical intervention, a risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the pupil. Assessing and managing risk is central to the process of deciding whether to use physical force and ensuring that it is both reasonable and proportionate to the circumstances. Where it is known that a pupil is likely to present severe behaviour difficulties, a formal assessment of the risks involved will assist staff in judging the benefits and risks of any proposed intervention for staff, the pupil concerned and others. This risk assessment must be undertaken by a competent person i.e. one who knows the process of risk assessment and who has sufficient knowledge about the pupil and his/ her behaviour to enable them to make objective decisions on the appropriate control measures to utilise. In the event that risks are thought to be serious for the child or others, a written assessment of the risks and the considered control measures, which may be required in order to reduce the risk to the child and others, should be made.

There may be some occasions when staff have to react immediately in order to prevent harm. On these occasions it may be necessary to use physical intervention.

However, if staff feel it is unwise for them to use positive intervention in a situation that may require it they must ensure the safety of other pupils and seek help by using the radios to summon appropriate assistance.

Physical Intervention used by staff must be in accord with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted. Legally, the test of 'reasonable behaviour' is significant when working with children and young people. All behaviours will be tested against that of a 'reasonable person' i.e.

"The standard demanded is an objective one, i.e. that of the ordinary reasonable person, in the circumstances of the case. They are a notional person being neither unduly apprehensive nor over-confident".

It is a criminal offence to use physical force or to threaten to use force unless the circumstances give rise to a 'lawful excuse' or justification for the use of force.

We have a duty of care to our pupils. This requires that reasonable measures be taken to prevent harm. The Use of Force to Control or Restrain Pupils- allows teachers, and other persons who are authorised by the head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to the maintenance of good order and

discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

The use of corporal punishment is not authorised, but neither is it true that any physical contact with a child is in some way unlawful. Therefore physical intervention will not constitute corporal punishment if used in the appropriate circumstances. Accordingly, a teacher/authorised person in these circumstances

is protected, otherwise he or she may hesitate to act in an emergency for fear that the action may constitute an element of punishment. Any force used should always be the minimum needed to achieve the desired result.

All staff who have satisfactorily completed Team Teach training are authorised to use Physical Intervention. Once staff have received their full training, refresher follow up training will take place when required.

In an emergency, however, the use of force by other people can be used to prevent injury or to prevent an offence being committed. It is, however, strongly recommended that before using force, staff attempt to use diversion or diffusion to manage the situation. If staff have to use force, they must use techniques and methods with which they are familiar, confident and are permitted by the school. Any force employed, should be reasonable and proportionate and, where possible, it should reflect the person's previous training in the appropriate use of restrictive physical interventions.

Only non- teaching staff specifically authorised by the Head Teacher to have control or charge of pupils may use reasonable force to manage or control pupils.

The following non- teaching staff are authorised by the Head Teacher to use Reasonable Force:

Authorisation is not given to volunteers, students, or parents.

The Head Teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

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

'Reasonable intervention' should be determined by particular and individual circumstances including factors such as the age, size and the medical status or vulnerability of a pupil. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with appropriate training they have received. The Criminal Law Act 1967 allows any person to use such force as is reasonable in the circumstances to prevent a crime being committed for example,

- where a person is being assaulted or is in fear of assault (in order to remove that danger);
- where a person is aware that another individual is in immediate danger of being assaulted;
 - when a person is wilfully damaging property.

It is essential that any discussion of Physical Intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. Most of the time there will be no need for physical intervention and other methods can be used.

Accepted Physical Interventions Used

A range of guides, escorts and physical interventions from least intrusive to most intrusive are outlined overleaf.

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the amount of restriction/ number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

↓ Increase in Level of Intrusion ↓	<u>1 Person Standing/Walking</u> Friendly Hold Single Elbow Figure of Four Double Elbow		↓ Associated Increase in level of Risk ↓		
	Wrap	Shield			
	<u>2 Persons Standing/Walking</u> Friendly Hold Single Elbow Figure of Four			<u>1 Person to Chairs</u> Friendly Hold Single Elbow Figure of Four	
	Wrap Double Elbow Shield	Wrap Double Elbow Shield			
	<u>2 Person to Chairs</u> Friendly Hold Single Elbow Figure of Four Double Elbow				
<u>1 Person to Ground Recovery</u> Friendly Hold Single Elbow Figure of Four Double Elbow					
Wrap	Shield				
<u>2 Person to Ground Recovery</u> Friendly Hold Single Elbow Figure of Four Double Elbow					
Wrap	Shield				

NB: Ground Recovery Holds are the most restrictive and carry the highest risk. Generally, staff are not taught floor holds and are encouraged to avoid going to ground wherever possible. Exceptions may be if the child is already on the floor when Physical Intervention has begun, or circumstances are of such high risk that the ground recovery strategy is perceived and documented as being the appropriate strategy to employ. If a ground recovery hold is the only strategy left to use then Team Teach trained staff will be called upon.

Training on Physical Intervention will be given to relevant staff and will include sections on the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any Physical Intervention are taught.

Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the pupil and staff involved.

What is Unacceptable and Could Lead to Litigation

Whilst it is understood that the circumstances in which physical intervention by employees/volunteers may occur are diverse and fairly complex, The County would be reluctant to offer significant assistance to employees/volunteers where it has been established that they have behaved in an unacceptable manner towards pupil in their care. This would not stand the test of 'reasonableness' in law. The following are some examples of what would normally be deemed unacceptable behaviour by employees/volunteers.

- Slapping/striking/kicking a pupil;
- Forcing a pupil's arm behind back;
- Twisting or forcing limbs against a joint;
- Tripping up a pupil;
- Pinning pupils against floor, walls or furniture;
- Sitting on a pupil;
- Causing deliberate injury to a pupil;
- Exerting excessive pressure on to part of a pupil's body;
- Locking pupils in rooms or cupboards;
- Holding or pulling a pupil by the hair or ear;
- Use of sexually inappropriate language;
- Engaging in, or encouraging, sexually inappropriate behaviours;
- Abuse of trust leading to a sexual relationship (pupils 16-18 years).

Placing Physical Intervention in Context

Physical Intervention is not to be seen in isolation. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed (see Behaviour Management Plans and 'Last Resort Physical Intervention' diagram overleaf). Physical interventions can be placed in 2 Broad Categories:

- Emergency Interventions:

Emergency interventions will involve a minimum of 2 staff employing, where necessary, one or a combination of the strategies from Team Teach in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to the road).

- Planned Interventions

Planned interventions involve a minimum of 2 staff employing, where necessary, one or a combination of the strategies from Team Teach as an agreed response to an identified behaviour. This will be documented in the Positive Handling Plan and will be reviewed along with 6 monthly IEPs. Permission of parents/guardians will be sought before initiating this as an accepted response. The Positive Handling Plan will list the accepted strategies to be used as well as strategies that may be used before hand.

The diagram overleaf provides a model of Behaviour Management aimed at reducing the need for Physical Intervention. The emphasis is placed on strong foundations, followed by planning and then provides some "tools" that can be used in the event of difficulties.

"Tools" or strategies can be divided into those that are preventative and those that are reactive.

Preventative Strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Based on thoughts/discussion about possible reasons for Challenging Behaviour.
- Where possible the functional opposite of the behaviour (functionally incompatible) we are trying to stop, e.g. as simple as if a pupil is constantly hitting someone else then we need to aim for them to be sat in their seat (if they are in their seat they can't be hitting someone).

Reactive Strategies need to be:

- Clear and understood by all those who come into contact with the individual
- Manageable
- Focused on the behaviour not the child
- Flexible
- Aimed at De- escalation

Some Do's and Don'ts

DO

- Be aware of any feelings of anger
- Summon help
- Continue to talk to the pupil in a calm way
- Provide a soft surface if possible
- Be aware of any accessories worn by you or the pupil
- Hold the pupil's arms by his/her side

DON'T

- Try to manage on your own
- Stop talking even if the pupil does not reply
- Straddle the pupil
- Put arms up the back
- Touch the pupil near the throat or head
- Put pressure on joints
- Hold face down on the ground

involvement is likely to include incidents such as the possession of weapons. Further information on this can be found in Safety Advice Note (SAN) G14.

We will review this policy on a yearly basis.

Remember that adhering to the principles and procedures referred to in this policy statement is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.