



ElmsBank

**Positive Care
and
Control Policy**

Last Updated: November 2020
Review Date: November 2021

POSITIVE CARE AND CONTROL POLICY (incorporating Restrictive Physical interventions)

‘The use of Positive Handling to manage behaviour.’

Introduction

The policy has been developed in response to The Education and Inspections Act 2006 section 93 which reinforces previous guidance. It also takes cognisance of joint guidance issued by the DfES and DOH, and follows the guidance for ‘The Use of Reasonable Force to Control or Restrain Pupils.’

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils namely:

- Safeguarding Policy/Child Protection Policy
- Bullying Policy
- Equality/Discrimination Policy
- Health and Safety Policy
- KCSIE

The policy has been prepared in order to support teaching and non-teaching staff and volunteers who come into contact with pupils and explains the school's arrangements for positive care and control. The Policy is available to parents and pupils. A statement about the School's Positive Care & Control Policy is made to parents in the school prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

The word ‘staff’ in the context of this Policy is taken to include, teaching and non-teaching staff and authorised regular volunteers working in Elms Bank School.

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Elms Bank School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management and will only ever be used as a last resort when all other diffusion or de-escalation techniques have been considered and/or ruled out.

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

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary; and,
- (ii) Are provided with appropriate training to deal with these difficult situations.

Minimising the need to use force

At Elms Bank School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour have an Individual Behaviour Plan.

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

The school uses a range of ? approaches to help pupils to learn about feelings and managing conflict, where this is appropriate to their level of development. The school curriculum and ethos promote independence, choice and inclusion and young people are given maximum opportunity for personal growth and emotional wellbeing.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise.

Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

Implications of the policy.

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

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

In addition, guidance issued in July 2011 from the DfE provides a non-exhaustive list of examples where reasonable force can and cannot be used.

In line with the guidance, staff at Elms Bank may use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and,
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff at Elms Bank School will never use force as a punishment.

As teaching staff work under the principle of 'in loco parentis' and all staff operate with an appropriate 'Duty of Care', their actions could result in a claim for negligence against the County Council (the Insured) if they fail to follow the guidance within this Policy. The use of Team Teach techniques is one of our control methods for reducing risks presented by the pupil's behaviour. Pupil behaviour plans are safe systems of work under the Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent or reduce the need for physical intervention. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions of Positive Handling.

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling Plans, at Elms Bank School, incorporated into our Individual Behaviour Plans, are plans for the positive management of pupils' challenging behaviour. They are based on a risk assessment

and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

1. Physical Contact

At Elms Bank School, situations arise when appropriate physical contact occurs between staff and pupils, e.g., in the personal care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles / hugs / hand tickles / foot massage etc. and as long as this is within public view, sensitively carried out and age/person-appropriate, the Governors would fully support this approach.

2. Physical Intervention (PI)

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

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

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of ‘reasonable force’ should be seen as a last resort. **All such incidents must be recorded** on SIMS. If anyone is injured an accident/incident report (available from the school office) must also be completed. Records of incidents must be given to the Head teacher as soon as possible, and by the end of the school day at the latest.

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

Seclusion, time out and withdrawal

The definition of seclusion: where a pupil is forced to spend time alone against their will in a room which they cannot leave.

Withdrawal involves assisting a person to move away from a situation they are struggling to cope with to a safer more comfortable space or place where they have a better chance of regaining their

composure. Seclusion is forcing a person to spend time alone. As a general rule, the best way to monitor and support the person is to be in the room with them. However there are always exceptions to general rules. For example, if a child or vulnerable adult asks to be left alone, or the proximity of another person is clearly distressing them, it might be better to give them some space. Students with ASD find the close proximity of other human beings to be an additional and unnecessary cause of stress. If the carer is not in the room with the student they must remain close enough to monitor the situation and offer immediate support if required. This can be done unobtrusively to allow space and dignity to the person concerned.

Outside of licenced secure accommodation, as a general rule, locked doors should not be used to confine people within rooms or areas, unless the individual is vulnerable, for example, young people under the age of 16 with ASD, who do not understand danger. Once again, risk assessment and communication is important. Some students pose significant risk to others when they are in a highly aroused state. No employer can lawfully direct a member of staff to go into a room to be attacked and injured. While it would not be reasonable to hold a door shut in order to prevent somebody who wished to leave from doing so, it may be justifiable as a protection against personal attack. Any use of isolation that prevents a student from leaving a room of their own free will should only be considered in EXCEPTIONAL CIRCUMSTANCES.

Similarly, if there was good reason to believe a person would attack someone else if allowed to leave in a highly aroused state, it may be reasonable to temporarily prevent them from doing so. The key is that such measures should be exceptional and result from a competent risk assessment.

As a general rule any restraint and restriction should involve the minimum force and minimum restriction and the shortest time possible.

(DoE – Behaviour and discipline in schools – January 2016)

Elms Bank School has three calm rooms and four withdrawal rooms – which are low-stimulus rooms where pupils go if:

- a pupil requests to go to a calm/withdrawal room because it is quiet, can be individualised (e.g. lights turned off so illumination is natural) and low-stimulus.
- a pupil is instructed to go to a calm/withdrawal room, and they do so without a PI or a RPI (e.g. they have attempted to hurt another child)
- a pupil is taken to a calm/withdrawal room with a PI or a RPI because they are self – injuring, causing injury to others, committing a criminal offence or engaging in any behaviour prejudicial to maintaining good order and discipline.

Students must never be left unsupervised in the calm/withdrawal rooms and whenever possible an adult will remain in the room with the pupil unless the physical/ emotional

risks posed to the pupil and / or staff by staying in the calm Room with the pupil are greater than the emotional / physical risks involved in keeping the pupil in the room by themselves e.g. if the pupil de-escalates quicker when by themselves or RPI escalates a pupil's challenging behaviour.

IBPs at Elms Bank School have a 'Calm Room' section that states clearly how the Calm Room will be used to keep a student safe so parents, guardians, staff, and students (where appropriate) have a shared understanding of the planned action.

Time out: This involves restricting the pupil's access to all positive reinforcements as part of the behavioural programme in a room or area, which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal: which involves removing the person 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. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This "quiet time" could be time in the playground, garden areas, in calm/withdrawal rooms (see above), another classroom, or sitting in an office supervised by the Head / Deputy / AHT member.

Planned and emergency physical interventions

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

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

Following any such incident, an IBP will be devised (or the existing plan updated if necessary) to support effective responses to any such situations which may arise in the future. Wherever possible assistance will be sought from another member of staff.

Positive Handling at Elms Bank School (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a

proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

Underpinning values

Everyone attending or working in this school has a right to:

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

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

- individual consideration of pupil needs by the staff that have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the School's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect Behaviour Plans to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Prevention

Primary Prevention

This is achieved by:-

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;

- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' references relating to the way/s in which they are managed.
- Appropriate curriculum design.
- Solution focused meetings around key individuals.

Secondary Prevention

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

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

- primary prevention has not been effective, and
- the risks associated with **NOT** using a RPI are greater than the risks of using a RPI, and
- other appropriate methods, which do not involve RPI, have been tried without success.

Judgements

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

A decision to use therapeutic devices to prevent problem behaviour **MUST** be agreed by a multi-disciplinary team in consultation with service-users, their families, those with parental responsibility and advocate, and recorded within an individual's Behaviour Plan.

Deciding whether to use force and Risk Assessment

Both challenging behaviour and restrictive physical interventions will involve a risk to both staff and pupils. A risk assessment aims to balance these risks. The aim of the

individual pupil's Behaviour Plan and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable; the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Pupils whose challenging behaviour may pose a risk to staff or other pupils will be the subject of a Risk Assessment in the form of a Behaviour Plan. This will be shared with all staff and stored in the students purple file on the computer.

All staff authorised to use physical intervention with pupils receive training in Team Teach techniques and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

Due to the extremely challenging nature of the behaviour of a very few pupils in the school, these pupils may have Team Teach Ground Recovery Holds written into their Behaviour Management Plans. These are advanced techniques and carry elevated levels of risk. As a result, these are only considered as a possibility if a comprehensive risk assessment indicates that there is a foreseeable risk of serious injury due to a pupil's behaviour if their behaviour cannot be controlled in any other way. There are very clear and strict safeguards for these circumstances and a multi-disciplinary meeting would be called prior to a ground hold being advised for a pupil. These techniques would not be part of a planned response without consultation with parents/carers. Without parental support for the planned intervention, an alternative provision may need to be found. Staff who may need to use these advanced techniques would receive additional advanced training.

Health and Safety of Staff

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

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

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Elms Bank School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

- Staff would be expected to follow the pupil's Behaviour Plan in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's;

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

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, Behaviour Plans are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Staff Training

Training at some level will be available for **all** staff at Elms Bank. For most staff this is enhanced by Team Teach training in the use of positive handling and it is the responsibility of the Behaviour Manager to ensure this training is kept up to date. No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Bury Local Authority and Elms Bank School is committed to using Team Teach. Elms Bank School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

Most school staff working directly with pupils receive the 12-hour Basic Course in Team Teach as the school is considered a medium risk setting. This is in line with County guidance and Team Teach policy. This level of training is required for most staff as they are expected to be able to actively support each other, and pupils, if an

incident occurs and a child needs physical intervention to keep themselves and/or others safe.

However, there are some staff who work on a part-time basis or who have physical difficulties that mean they would be less likely to be as physically involved in an incident and would play a supporting role rather than being physically involved. These staff include the Therapy Team who may work individually with children and may need “personal safety techniques” should a child become agitated whilst they are working with them. If the child was already agitated they would not be working with them without school staff also being present. For these staff the Team Teach 6-hour Foundation Course is sufficient to meet their needs and provides them with sufficient training to keep them and the pupils safe.

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

Support Following Incidents

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

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

In addition procedures are in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

Visits out of school

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

- Is the pupil able to cope with the demands of the proposed visit?

- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?
- Have you remembered to take some of the “Public Concern Cards” to give to any onlookers to avoid having to explain what is happening during an incident

Authorised staff

The school provides training for all authorised staff and the Head teacher retains a list of all those staff trained and authorised. The list is reviewed on an annual basis.

Supply staff are given an information pack, which sets out the support and expectations of any behaviour incidents they witness or have been involved in. Only staff that have been Team Teach trained within the borough may use the 5% in school. All certificates must be shown to the behaviour manager Miss D Cartwright.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times.

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. All staff will receive training in Managing Behaviour as part of their Induction Training and there is a walkie-talkie system in school for calling for assistance as well as the “staff help” protocol.

All members of staff are reminded that all pupils who have challenging behaviour will have a Behaviour Plan, which should be strictly adhered to. These plans are reviewed regularly at Department Meetings and all staff are encouraged to contribute to the plans. A pupil's Behaviour Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that a Behaviour Plan is no longer effective/suitable for any reason they MUST discuss this with the Head teacher BEFORE making any adjustments to it.

External services working within school

Support Services may have their own policies for Care and Control of pupils. When working within Elms Bank School it is the Head teacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice, and comply with this.

Strategies for dealing with challenging behaviour

As endorsed in the school's Behaviour Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident and in association with the Education and Inspections Act 2006 Section 93

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 - that this is the second request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from other staff – use “staff help” protocol or walkie talkies
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Types of Incident

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

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

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

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;

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

Examples of situations which fall into the third category are:

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

Acceptable measures of physical intervention (PI)

The use of Team Teach PI techniques can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident;
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- it is carried out as the minimum needed to achieve the desired result;
- the age, understanding, size (for staffs own safety) and gender of the pupil are taken into account;
- it is likely to achieve the desired result.

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

This form of physical intervention may involve staff:

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

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

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Staff may need to rotate roles and have a break if the incident is prolonged (over 10 minutes) – you should follow the pupil's Behaviour Plan; at all times acting in the best interests of the child.

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

Recording incidents

Where physical control or restraint has been used a record of the incident will be kept. This record should be made on the SIMS system.

After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record. Behaviour plan and handling plan will be completed and meetings with parents will occur to discuss the incident and holds used. Parents, if in agreement, will sign all behaviour documentation. This will be under the guidance of the Advanced Behaviour Practitioner and SLT.

A Health and Safety Accident/Incident Form (HS1) will be completed and returned to the office in situations where injury has occurred to either members of staff or pupils. This form may also be completed after a violent incident even if no-one is injured.

Reporting incidents

All incidents will be reported to parents. This may be by telephone or in the home-school diary, depending on the nature of the incident and the procedure agreed with parents when their child's Behaviour Plan is devised/reviewed.

Where there is any concern over the appropriateness of a response the CSA Team Teach Adviser may refer the incident to the Bury Local Authority Board for clarification and/or investigation.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. The Pastoral team review significant incidents regularly and report to governors on a termly basis.

This can be found in the Head of Schools Governors Report.

Action after an incident

At Elms Bank School we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident

involving reasonable force they should have access to counselling and support. Within the school, this will be made available/supported through the Head teacher or Business Manager.

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

- Review of Behaviour Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
- The member of staff will be kept informed of any action taken.
 - In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

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

Support Following Incidents

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of RPI may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger

- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Disorder
- Time with a member of staff to debrief the incident, using a symbol debrief sheet or other alternative or augmentative forms of communication (AAC)

Complaints

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

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

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

Whistle Blowing

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

Reference documents

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

The Violent Crime reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 – www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/

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

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

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

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