

# Good Behaviour Policy

We are a Rights Respecting School in accordance with UNICEF (United Nations Children's Fund). Our aim is to promote and protect the rights of all children in Ganton School to an education, to be healthy, to have a childhood, to be treated fairly and to be heard so that they can survive, grow, participate and fulfil their potential. Ganton School puts the United Nations Convention on the Rights of the Child (CRC) at the heart of all policies, practice and ethos.

Everyone at Ganton School who comes into contact with children and families has a role to play in safeguarding and promoting the welfare of children by;

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Working Together to Safeguard Children 2018

Headteacher: Mr. Alec Young

Review Date: January 2024

An inclusive community committed to excellence in personalised learning and well-being.

## Good Behaviour Policy

### **Background:**

This policy is related to the following legislation:

- Education Act 2002
- Equalities Act 2010
- Children Act 2011
- Use of Force Guidance 2012

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Prevent Strategy 2011
- Promoting British Values as part of SMSC (DES)
- Teacher's Standards (DfE)
- Promoting British Values Policy

### **(Including the use of force to control or restrain pupils)**

### **Introduction**

This revised policy has been revised in the face of new Government/Department of Education guidance (Behaviour and discipline in schools; Advice for headteachers and school staff - January 2016) which states that 'Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions' (p3).

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils, e.g. policies within the Safeguarding Framework, as well as The Home/School Agreement.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for students and volunteers working within the school to explain the school's arrangements for supporting a positive change in behaviour.

In implementing this Good Behaviour Policy, we emphasise that each child is valued. It is also acknowledged that sometimes a child's behaviour can be so disruptive or unresponsive to all strategies put in place, that for the safety of other pupils and staff, it may become necessary to explore the prospect of an alternative setting. However this will be rare and as a school we will explore every approach and tactic to ensure that each pupil receives the best social, moral and academic education available to them. The school has no set benchmark as of what may trigger the possibility of seeking to remove a pupil or student, as each child is an individual with a unique set of traits and behaviours. Nevertheless, any physical assault by a pupil or student on their peers or a member of staff or any persistent, disruptive behaviour or series of events will be taken seriously and, in extreme cases, may result in the school pursuing a process to exclude the pupil/student for a fixed period or permanently. Official advice will be sought and procedures followed if this course of action is undertaken.

Deliberate and wilful damage to school property, or property belonging to staff, pupils, students or other adults whilst in the school, will also be taken seriously. Parents will be made aware of

the cost to replace or repair such items and may be asked for a voluntary contribution towards these costs.

However, it must also be noted that whilst acts of aggression and violence against other pupils, staff or property will not be tolerated, all pupils enrolled at the school possess the potential to exhibit inappropriate and unacceptable behaviour due their differing array of needs and staff need to be aware of and plan for this.

## **Aims and Ethos of the School**

Behaviour management is not a discrete, separate element of school life. All behaviours are communications, in response to a feeling, experience and/or stimulus. Behaviour is also an individual's personal response to their own perception and or interpretation of a situation and or an event.

Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contribute to behaviour management. It is therefore crucial that staff consider their own behaviour at all times. We aim to have a restorative approach to any conflict or disagreement.

The school adopts this restorative approach to behaviour management and strives to always promote positive behaviour. In having a restorative approach to behaviour and conflict we ensure that the emphasis is always placed on those affected by behaviour, we ensure those involved have the opportunity to discuss what has happened, to discuss the impact on those involved ie who has been affected and in what way and ultimately what needs to happen to make things right and better for the future. In order to facilitate this process we require all staff and students, where possible, to establish and maintain a respectful rapport with people, pledge to listen calmly, empathetically and without interruption or judgment to all sides of an issue, we aim to inspire a sense of safety and trust and to encourage people to express their thoughts, feelings and needs appropriately. We look to appreciate the impact of people's thoughts, feelings, beliefs and additional needs which may have an effect on their behaviours and finally where possible we aim to encourage those involved in the problem to find their own solutions. The restorative approach can be seen as part of the wider ethos of the school and helps to identify strong, mutually respectful relationships and a cohesive community forming the foundations upon which outstanding teaching and learning can flourish.

Staff at Ganton School aim to promote a climate and culture where pupils and staff feel safe, enjoy learning, engage enthusiastically in activities, can access the curriculum and achieve high standards.

All staff endeavor to build positive relationships, trust and co-operation to secure an enjoyable learning environment where expectations are clear and conflict is minimised, and are all expected to display, model and develop socially acceptable behaviour. Good manners and respect should be applied to all pupils and students, both inside the school and outside in the community, and expected from pupils and students in return.

Confidence, self-worth, responsibility and acceptance of praise and criticism are fostered through the structure, routines and daily organisation of the School. As is the promotion and encouragement of the continual development of all staff in their working with and understanding of pupils and students with a wide range of complex developmental, social and educational needs.

At Ganton School we have adopted the SCERTS model (Social Communication, Emotional Regulation and Transactional Support) which encourages staff, in partnership with parents, to analyse their own actions, words and the environment that they create to assess how best to support our pupils more effectively in their emotional development. Particular emphasis is placed on enabling pupils to manage their own behaviour and develop the resilience needed to cope with and respond appropriately to challenging situations.

Partnership with parents/carers are recognised as important factors in attempting to reduce inappropriate or unacceptable behaviour, as well as in the praising and rewarding of outstanding or appropriate performance or conduct. Therefore, home life and experience of the child are respected and Ganton School seeks to support parents to take a proactive and confident role in the management of their children's behaviour and needs.

### **Underpinning values in line with the Convention on the Rights of the Child**

#### **Everyone attending or working at Ganton School has a right to:**

- Have their unique identity recognised;
- 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:**

- encouragement to make choices concerning their education and their lives;
- be aware that physical interventions should only be used in the pupil's best interests;
- opportunities for learning which are appropriate to the pupils' interest and abilities;
- individual consideration of pupil needs by the staff who 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;
- be informed about the school's complaints procedure.

Staff will ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.

Parents are requested through the Home-School Agreement to work with the school to develop and ensure the good behaviour of their child and that he/she understands and follows the school's Good Behaviour Policy at an appropriate level.

## **Objectives**

Healthier 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 boundaries and support provided by staff. This protects 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, proportionate and necessary force may be required. At Ganton School physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our pupils, including the need/right to be safe from harm (from themselves or others).

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 use of force is necessary and
- (ii) Are provided with appropriate and regular training to deal with these difficult situations.

## **Minimising the need to use force**

At Ganton School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. Staff use a range of strategies, including signing, symbols and PECS, to support pupils in communicating effectively without the need to resort to challenging behaviour. In some cases sensory passports are developed in partnership with families and external agencies. The aim of these documents is to minimise the behaviours the some pupils present as a result of their complex sensory needs. In addition to this, pupils who present with challenging behaviour have an individual Positive Behaviour Support Plan.

The school fosters an ethos of wellbeing that focuses on using restorative practice to empower pupils where possible to make good choices. A multi-layered approach is in place to ensure that all pupils have access to a well-rounded curriculum to help pupils learn about feelings and managing conflict, appropriate to their level of development. The school curriculum and ethos promote independence, communication, choice and inclusion and pupils are given a myriad of opportunities for personal growth and to promote emotional wellbeing and the development of emotional intelligence.

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. These alternative strategies will be used in preference to physical interventions and the use of force wherever possible and safe to do so. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

## **Implications of the policy.**

As teaching and support staff work 'in loco parentis' and have a Duty of Care towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by pupil's challenging behaviour. Pupils' Positive Behaviour Support Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are consistently followed and implemented by all members of staff.

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. However, it is also recognised that any harm or injury caused during an intervention is not necessarily a sign of malpractice.

"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". (George Matthews – Team Teach Director)

**Staff must follow this policy and seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff must be aware that they are responsible for:**

- **assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties; and**
- **making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.**

**Staff must be able to justify their decisions in writing through the recording and reporting procedures outlined later in this document.**

## **Prevention and De-escalation (including Rewards and Consequences)**

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Positive Behaviour Support Plan will outline specific ways to prevent incidents with the individual pupil or student. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all pupils. De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – with staff adopting a non-confrontational, calm but assertive approach.

Throughout all interventions used, staff also need to demonstrate '**C.A.L.M.**' –

- **Communication** – think about stance, posture, gestures, facial expression, and intonation; and use of the help scripts.
- **Awareness and Assessment** – read the behaviour; anticipate what might happen next; use knowledge of and relationship with pupil/student and the plans in place.

- **L**istening and learning - give time and space if appropriate and/or necessary to do so; allow for pauses for take up time and give a way out (get out with dignity)
- **M**aking Safe – remove objects that may be used as potential weapons; utilize the space/spaces within the class and school; identify and avoid/plan for ‘hotspots’; and remember safety responses.

Diverting the pupil’s attention and distracting them from the “trigger” or a third person intervening can also help to prevent incidents. If expletives or offensive words are aimed towards staff from a pupil or student in crisis, a reminder that racist, sexist, xenophobic etc language is not acceptable needs to be issued – and will need to be reported to senior leaders later. However, staff should not take these comments personally and understand that they are in actual fact just words used to affect a response.

### **Rewards and Consequences**

It is expected that all staff will reward good behaviour or work at all times, even if that is just through praise either verbal, signed or through the use of symbols. All classes and pastoral groups will have their own system of rewards and consequences in place for all pupils and students within them.

Throughout the Primary and Secondary Phases of the school, ‘Traffic Light’ systems and Golden Time sessions are valuable resources for the promotion of acceptable and required behaviour; with similar yet individual strategies running parallel in the Sixth Form. Class ‘Star of the Week’ Awards, Good Behaviour or Work Certificates and the Head Teachers Award presented during school assemblies also promote and reward desired behaviour within and throughout the school.

Individual rewards and consequences are also an integral part of the Positive Behaviour Support Plans, with pupils or students earning one or the other from a pre-determined list, developed, where possible, in conjunction with the pupil/student, staff and parents. Consequences are small and should be appropriate for the individual. They should take place with immediate effect so as not to hang over the pupil/student too long or make them take a ‘What’s the point?’ attitude towards good behaviour.

All of the above should be used before resorting to restrictive physical interventions, unless safety is at risk.

### **Types of Incident**

The Department for Education ‘Use of reasonable force; Advice for headteachers, staff and governing bodies’ (July 2013) stipulates that reasonable force may be used to prevent pupils from hurting themselves or others, or from damaging property or from causing disorder.

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

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.

Schools can use reasonable force to:

- remove disruptive children 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.

Where a pupil's behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches may be taken according to the circumstances of the incident:

- A calming activity offered/made available to the pupil, including the option to withdraw from the task/activity
- A clear positive statement should be given to tell the pupil what it is that you want them to do – i.e. give a positive instruction
- Positive reinforcement, praise and reward should be provided to the pupil for any attempt to calm down and/or behave appropriately, however small the effort
- Warning of intention to intervene physically and that this will cease when the pupil complies
- Physical intervention - positive handling uses Team Teach techniques to prevent a child harming him or herself, others or property.

However, the Positive Behaviour Support Plan should be followed at all times if one is in place, and it should also be noted that problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them.

### **Positive Behaviour Support Plans (PBSP)**

The Positive Behaviour Support Plan will outline how the pupil should be supported by staff and what alternative behaviour or communication strategy they are being taught. The plans are reviewed regularly and amended as and when new behaviours emerge or stated behaviours change. Consequences and rewards may need to be altered or updated as the pupil/students ages or their likes and dislikes change. All plans are shared with parents and are reviewed at least annually at the pupil's Annual Review. A central Behaviour Register and copy of the PBSP will be kept by the School, with copies of the plan made available to all staff who work with the pupil or student. Pupils or students names can be removed from the register if the plan is no longer needed, but not if a Restrictive Physical Intervention (RPI) has been used in the past.

Class teachers or staff groups working with the pupil or student will determine if a PBSP is needed based on their knowledge of the individual and the types of behaviours displayed. If an RPI has been applied without a plan in place (emergency physical intervention – see below) then a PBSP will be written as soon as possible.

### **Individual Behaviour Record**



A PBSP may also incorporate an Individual Behaviour Record, whereby parents/carers are informed of their child's behaviour on a daily basis. This recording sheet will be completed by staff and sent home for the parents/carers for them to read and then sign. They will have the opportunity to add a comment before returning it to school the next day.

## **Pupils**

Where a pupil has sufficient understanding their Positive Behaviour Support Plan should be discussed with them, and they should be involved in the determining of the rewards and consequences if appropriate for them to do so. They may benefit from a simple symbolised version of the plan as an aide-memoir – the plan should be seen as supportive to/by the pupil.

## **Staff**

Staff working with pupils who require behavioural support are encouraged to contribute to the writing of the PBSP. These plans must be followed precisely and consistently by all staff for the safety and well-being of all concerned. All staff are accountable for their actions in offering transactional support. (i.e. what they do or say and where and how this is done).

## **Parents/carers/those with parental responsibility**

When a Positive Behaviour Support Plan is first drawn up the parents/carers/those with parental responsibility will be invited into school to discuss the plan, why there has been a need to devise a plan, and the techniques that may be used, including any Restrictive Physical Interventions. If parents/carers are not in agreement with the plan the Headteacher will attempt to negotiate a solution. If a solution is not found it may be necessary to review the suitability of the continued attendance of the pupil at Ganton School. Parental permission will be sought to share the plan with other agencies involved with the pupil in order to encourage consistency of management, e.g. short-term break service/link family, after school club/Personal Assistants. Subsequent reviews of the plan will be sent home for approval and the plan will also be formally reviewed at the time of the Annual Review each year.

## **Using Force**

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 (Use of reasonable force; Advice for headteachers, staff and governing bodies, July 2013, p3 and for the purpose of this policy and the implementation of it within Ganton 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 Positive Behaviour Support 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 in.

Any use of force by staff outside of the Team Teach training framework would need to be judged on whether it was reasonable, proportionate and necessary in the particular circumstances concerned.

All the techniques taught 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.

### **Acceptable measures of Physical Intervention (PI)**

The use of Team Teach PI techniques can be justified if:

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

Wherever possible, assistance should be sought from another member of staff before intervening. It is always advisable to have a minimum number of 2 staff for any intervention. However, due to any number of circumstances, that may not always be possible. Staff are instructed to dynamically risk assess each situation before proceeding with an intervention strategy, making sure the safety of pupils and staff is paramount in their assessment. If this requires that, for a short period they, or another member of staff are alone with a pupil then they will put themselves in a situation they believe is of least risk and summon support from nearby staff. This can take the form of ringing through on the internal 'phones, shouting to colleagues in the next room/corridor etc, sending a member of their staff, or a trusted pupil/student to ask for assistance or making sure that others can see them and the pupil or student they are alone with.

#### **This form of physical intervention may involve staff:**

- escorting a pupil;
- herding 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.

## **Restrictive Physical Interventions**

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 support strategies used.

Staff may need to rotate roles and have a break if the incident is prolonged (over 10 minutes) and a member of SLT should be informed. Staff should follow the pupil's Positive Behaviour Support Plan; at all times acting in the best interests of the child. All staff are aware, through their Team Teach training that they have a duty of care to check that pupils and staff involved in an RPI are coping with the situation and will check if their support is needed through the use of the Help Script for Colleagues.

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, eg biting, head butting.

Many 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 to seek further guidance from in the event of an injury or physical distress arising as a result of a physical intervention.

## **Screening, Searching and Confiscation**

Staff reserve the right to confiscate a pupil or students property if it should not be in school or is being used in an inappropriate or threatening way (e.g. mobile 'phones in school or used by Sixth Formers to take photographs of their fellow students). Staff also reserve the right to screen pupils and student for prohibited objects; this may involve asking them to empty out their bag or searching their class tray. Staff may also search a pupil or student with their consent for banned items and, where consent is not given, the head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

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

However, force **cannot** be used to search for items banned under the school rules (DfE, Searching, screening and confiscation; Advice for headteachers, school staff and governing bodies, February 2014, p10).

## **Confiscation and Disposal**

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and are returned to the pupil/student at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal or suspected illegal items will be handed to the police or safely disposed of by the school.
- Legal, but banned consumable items (such as tobacco, alcohol) will be disposed of.
- High value items, e.g. mobile phones which are confiscated will be held securely until the end of the day and handed to the bus escort to give to the parent/carer; or held at school until a parent/carer can make arrangements to collect them.

## **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?

Please see the school's Educational Visits Policy for further advice and guidance. Also, see Pupils Leaving the School Site without Authorisation, below, and follow this procedure if a pupil or student attempts to leave or does leave the group.

## **Children on Transport**

Ganton School cannot be held responsible for pupil/student behaviour when they are out of the organisation and care of the school staff, but we will endeavour to support and investigate any incident which is reported to the school. The school would expect pupils and students to display appropriate behaviour (dependent on their ability and needs) at all times whilst travelling on

Local Authority provided transport and will work with all agencies and parents/carers to resolve any incident which may arise.

### **Pupils Leaving the School Site without Authorisation**

If a pupil or student attempts to leave the school site without authorisation, staff should dynamically risk assess the situation before intervening. The use of a Restrictive Physical Intervention may be required, whether planned on a Positive Behaviour Support Plan or as an emergency procedure. If a pupil scales a fence, wall etc., it may be safer to allow them to continue rather than try to bring them back down to the ground. If they do manage to leave the building or area then they should be monitored as closely as possible and encouraged to return. A member of SLT must be informed immediately of the situation, who will then advise on the course of action to follow. If the pupil/student leaves the premises then the police will be contacted and parents will be informed. If the pupil/student is within sight then staff will monitor but will not follow unless advised to do so by the Headteacher or member of SLT. Incidents will be recorded on Incident Record Form (Pink sheets) as well as in Departmental Incident Books and parents informed, even if the pupil/student returns before staff have had a chance to contact parents or police.

### **Recording of incidents**

All incidents where the use of a Restrictive Physical Intervention has been employed should be recorded on an Incident Record Form ('Pink Sheet') and a report should also be entered onto CPOMS in the Behaviour Category with the TEAM TEACH box ticked. A copy of the completed and signed Incident Form should also be uploaded onto CPOMS to accompany the incident log. Significant or Serious incidents, which have led to damage or a large amount of staff time or numbers being taken up, or pupils attempting to or actually leaving the school site without authorisation, should be recorded in the same way. All staff are aware of the recording procedure but can seek advice and support from a member of SLT when filling these in for the first time. Appropriate documentation ('Pink Sheets') will be completed as soon as possible after the incident, (within 24 hours) normally prior to staff going off duty and be signed by the reporting member of staff involved and the Headteacher.

### **Reporting incidents**

All incidents recorded on an Incident Record Form will be reported to parents/carers. 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 Positive Behaviour Support Plan is devised or reviewed.

Where there is any concern over the appropriateness of a response the Headteacher, Chair of Governors or a Team Teach Adviser may refer the incident to George Matthews, Team Teach Director, the chief Executive of Humber Education Trust, and/or Hull Children's Safeguarding Board for clarification and/or investigation.

Whilst the physical interventions 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 and staff, 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 HS1 form and/or a skin map if necessary. Any injuries to pupils as a result of incidents involving restraint will be reported in line with locally agreed procedures.

### **Monitoring incidents**

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the restrictive physical intervention/s and/or an adjustment to the provision made for them at the school.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs. To safeguard pupils and ensure objectivity, and support the Headteacher & school, the School's Adviser and a school governor will also be involved in the monitoring of all incidents involving a Restrictive Physical Intervention. The Headteacher will also present a termly summary of incidents to the Governing Body.

### **Positive Listening, Learning (PLL) and support following incidents**

Physical interventions 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.

In addition PLL procedures are in place to ensure that appropriate support is provided and recorded for staff and pupils, and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. 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 "discuss" the incident, using a symbol debrief sheet or other alternative or augmentative forms of communication (AAC)

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. Where staff have been involved in an incident involving a Restrictive Physical Intervention they should have access to counselling and support as needed. Within the school, this will be made available/supported through the Headteacher or Deputy.

The Headteacher 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/s:

- Review of positive Behaviour Support Plan

- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Exclusions Procedure; in the case of violence or assault against a member of staff or a pupil/student this may be considered
- Staff or Pupil Disciplinary Procedure
- 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.

## **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 who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Positive Behaviour Support Plans have a duty to report these to the Headteacher or other member of SLT immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

## **Staff Training**

Training at some level will be available for **all** staff at Ganton School. For most staff this is enhanced by Team Teach training in the use of positive handling and de-escalation and it is the responsibility of the Headteacher 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 in the event of an incident. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Ganton School is committed to using Team Teach. In the UK Team-Teach was one of the first organisations to be accredited under the BILD scheme. In 2015, Team-Teach achieved the broader based Institute of Conflict Management (ICM) accreditation. The ICM was established with the support of the Health & Safety Executive in 2000. It serves as the secretariat to the All Party Parliamentary Group (APPG) which meets 3 times a year at the House of Commons to promote best policy and practice in the prevention and management of work-related violence and bullying. The use of Team Teach is supported by Humber Education Trust, Hull City Council and the Hull Safeguarding Children's Board.

Most school staff working directly with pupils receive the 12-hour Basic Course in Team Teach as the school is considered to be a medium risk setting. This is in line with Local Authority

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 physical intervention is needed to keep themselves and/or others safe.

## **Authorised staff**

All teachers, support staff and therapists the Headteacher has authorised to have control or charge of pupils automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance from the DfE, 'Use of reasonable force; Advice for headteachers, staff and governing bodies, July 2013'. Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach training.

The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained and authorised. The list is reviewed on a regular basis, but at least annually. The Headteacher is responsible for making clear to whom such permanent and temporary authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All permanent staff will receive training in Managing Behaviour as part of their Induction Training and there is also the Help Script for Colleagues.

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

## **Staff from other professional services working within the school**

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

## **Parent Training and Support**

The previous section on Positive Behaviour Support Plans outlines the process for involving parents in devising these plans and in giving consent for these plans to be shared. This process encourages consistency between everyone supporting our pupils whether at home, in school or in other settings and services. It also allows parents to make informed decisions about the care of their child whilst in school.

There is a range of support available to parents from the school and outside agencies including home visits, advice, guidance and training opportunities. Through the schools PSA (F.R.O.G.S), Parents Forum and Community Safeguarding Coordinator, there are regularly opportunities for parents to meet with other parents and school staff to review and discuss what strategies they



may find/have found helpful and used and whether new behaviours have emerged and new approaches need to be taught. One aspect of these events that parents find most useful is the opportunity to talk openly and honestly about the situations that they manage at home. Simply knowing that you are not the only parent dealing with a particular behaviour can be just as helpful as being empowered through learning simple techniques to defuse, divert and de-escalate incidents. Simple practical strategies and the chance to problem-solve as a group is a key aspect of this training and support.

## **Definitions**

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 at Ganton School 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 change support strategies used.

Positive Handling Plans, at Ganton School referred to as Positive Behaviour Support Plans, are a plan for the positive management of pupils' 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. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a pupil to change their behaviour to a more positive alternative.

### **1. Physical Contact**

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that our pupils and students may require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach. At all times, (especially whilst assisting a pupil with their personal care and when teaching/practicing personal independence skills) staff should use discretion to preserve the dignity of those pupils needing help/support. See Ganton School's Physical Intervention Policy.

### **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. **All such incidents must be recorded** on an Incident Record Form ('Pink Sheet') and in the Departmental Incident Book. If anyone is injured a HS1 accident/incident report must also be completed. Records of incidents must be given to a member of SLT as soon as

possible, and by the end of the school day at the latest. The pupil's parents will be informed of any significant incident concerning their child as soon as is practicable after the incident; this is usually via a telephone call but can also be through the Home/School book if agreed with parents when the PBSP was written or reviewed.

**The level of compliance from the pupil determines whether or not the interaction is an intervention or a 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.

## **Planned and emergency physical interventions**

A **planned intervention** is one that is described or outlined in the pupil's Positive Behaviour Support Plan. This should cover most interventions, as possible scenarios will be identified through risk assessment and planned for when the PBSP is drawn up. These interventions may include the use of Team Teach PI & RPI 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. Wherever possible, assistance will be sought from another member of staff.

Following any such incident, a PBSP will be devised (or the existing plan amended) to support effective responses to any such situations which may arise in the future.

## **Time out and Withdrawal**

**Time out:** This involves restricting the service user's access to positive reinforcements of their behaviour 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, high arousal levels, 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, a quiet room, or sitting in an office supervised by the Head or Deputy or other member of SLT.

## **Corporal Punishment**

Corporal punishment is the intentional use of force as a punishment. It was abolished in all Maintained Schools by the Education (No2) Act 1986, and consequently is not used at Ganton School.

## **Bullying**

Bullying can be defined as persistent action, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. All staff are aware of the different forms that bullying make take and strive to make Ganton School as much a 'Bully Free Zone' as is possible. Please read Ganton Schools' Anti-Bullying Policy for further information and guidance.

## **Complaints**

The availability of a clear policy about the use of 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, the matter will be reported to the Local Authority Designated Officer (LADO) in accordance with Humber Education trust and Local Area 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 Humber Education Trust and the LADO.

## **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 DSP), should be raised with the Headteacher, Deputy Headteacher, School Business Manager or with the Chair of Governors in order to allow concerns to be addressed and practice improved.

## **Incidents of Harmful sexualised behaviour:**

As per the changes to the Keeping children safe in education act (2022) the school now operates a zero tolerance policy on incidents of sexual harm. Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of keeping children

safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'. At Ganton staff should be clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Incident of such nature will be managed on a case to case basis and sanctions will put in place along with interventions and involvement of third parties if they are required.

Initial Equality Impact Assessment								
Impact Groups	Pupils	Staff	Families	Governors	Volunteers	Visitors	Wider Community	
	✓	✓	✓	✓	✓	✓	✓	
Does or could this policy have a negative impact on any of the following?								
Age	Disability	Gender/ Gender	Marriage/ Marital	Pregnancy or	Race	Religion or Belief	Sexual Orientation	Verdict

						Identity			status			Maternity													
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
	✓			✓			✓			✓			✓			✓			✓			✓			✓
<p align="center"><b>Does or could this policy help to promote equality for any of the following?</b></p>																									
Age			Disability			Gender/ Gender Identity			Marriage/ Marital status			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
✓			✓			✓			✓			✓			✓			✓			✓			✓	
<p align="center"><b>Does data collected from the equality groups have a positive impact on this policy?</b></p>																									
Age			Disability			Gender			Gender Identity			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
✓			✓			✓			✓			✓			✓			✓			✓			✓	
Conclusion:						We have come to the conclusion after taking an initial equality impact assessment that a full assessment is / is <b>not required.</b>																			
Status of Policy:						Existing Policy																			
						New/Proposed Policy																			
						Updated Policy												✓							
<p>Initial Equality Impact Assessment completed by:</p> <p>Sue Jones</p> <p>Initial Equality Impact Assessment approved by:</p> <p>SLT</p> <p>Date: 10/11/17</p>																									