Compass Learning Centre

Relationships & Behaviour Policy with Statement of Behaviour Principles & Physical Intervention Policy 2022-23

Statutory Policy: YES	**Governor Action:** YES
Governors' Committee Responsible:	Teaching & Learning Committee
Link Governor:	Chair of Committee
Link SLT:	Deputy Head
Person Responsible:	Deputy Head
Date Reviewed:	February 2022
Next Review Date:	February 2023
Key Link Policies / Documents: *This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances*	Physical Interventions – Team Teach COVID Behaviour Policy Addendum Exclusions Policy Safeguarding Policy

Policy Suite:

HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
		✓		

Our aim is to help all our learners unlock their potential in life and work

Signed: Alison Glazier **Headteacher** **Date: 01/02/2022**

Signed: **Link Governor** **Date: 15/02/2022**

Equality Impact Assessment – initial screening record

• What area of work is being considered? • Upon whom will this impact?	Relationships & Behaviour Policy & Statement of Behaviour Principles Statutory

• How would the work impact upon groups, are they included and considered?

The Equality Strands	Negative Impact	Positive Impact	No impact
Minority ethnic groups		√	
Gender		√	
Disability		√	
Religion, Faith or Belief		√	
Sexual Orientation		√	
Transgender		√	
Age		√	
Rurality		√	

• Does data inform this work, research and/or consultation. And has it been broken down by the equality strands?

The Equality Strands	No	Yes	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or Belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

• Does the initial screening highlight potential issues that may be illegal? **No**

Further comments:-

Do you consider that a full Equality Impact Assessment is required? **No**

Initial screening carried out by Deputy Headteacher

Signed: Mark Fisher Dated: 22/10/2020

Comment by Headteacher:

Alison Glazier

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequence**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour which may result in dropped status and other appropriate consequences, is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers, lighters and vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on Child Abuse	Sexual, relational, racial

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

The Anti-Bullying Co-ordinator will:

1. Develop the policy in line with this guidance document
2. Review the progress the organisation is making in relation to the anti-bullying agenda

All Staff in our organisation will:

1. Support children/young people who have experienced bullying
2. Respond to children/young people who have bullied
3. Model appropriate, respectful behaviour

Children/young people in our organisation will be supported to:

1. Embrace a culture that respects difference
2. Support children/young people who have experienced bullying behaviours
3. Model appropriate, respectful behaviour
4. Participate in –
    - Implementation of policy
    - Evaluation of policy

In schools, Governors are responsible for monitoring the above.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or has witnessed the incident.
- A clear account of the incident will be recorded on SIM's and message/email sent to the Anti-Bullying Co-ordinator.
- Anti-Bullying Co-ordinator will interview all concerned and will record the incident in the bullying log on SIM's system, the incident report will be kept in the student's file but will be placed in the safeguarding records if the incident is considered to be a child protection concern. Child protection procedures will then be followed.
- Parents will be kept informed
- Anti-Bullying Co-ordinator will report back to SLT with evidence gathered.
- Assistance from the police will be sought where electronic bullying may have led to an offence under the protection from harassment act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.
- A support package will be put into place for the victim
- Appropriate action and support will be put into place for the offender.
- Serious incident log will be completed if necessary.

Children and young people will be listened to and believed. Those who have been bullied will be supported by:

- Ensuring the pupil's safety
- Compass having an open door policy available to all students, offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice and agree the type of support they feel they need.
- continuous support through the school's key worker arrangements
- Restoring self-esteem and confidence and re-assuring the pupil that they did not deserve this
- Establishing measures to manage further situations should they occur
- Use of restorative justice
- Apply rules consistently and fairly
- Dedicated 'listening' to students – when requested.

The following disciplinary steps and actions can be taken:

- Official warnings to cease offending
- Listening to the child/young person who has bullied and agree the type of support they need.
- Suspension /exclusion from certain areas of centre premises
- Use of consequences and rewards
- Appropriate revision of timetable
- Suspension from certain aspects of the curriculum
- Community service
- Fixed term suspension
- Restorative approaches
- 'Rules' applied consistently and fairly

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Maintaining strong relationships through a trauma informed approach and applying restorative approaches

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Accept 'consequences' when applied
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Consequence

7.1 List of rewards and consequence (not exhaustive)

Positive behaviour will be rewarded with:

- Praise
- Postcards home
- Letters or phone calls home to parents
- Student of the week and enhanced colour status for enrichment

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal warning
- Sending the pupil out of the class to use the intervention room with a TA
- Expecting work to be completed at break, lunchtime or afterschool
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
  Putting a pupil 'on report'
  Calling parents/ carers and/ or Social worker in for a review meeting

We may use the intervention room in response to serious or persistent breaches of this policy. Pupils may be sent to the intervention room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend are given detention will then have parents called in for a review meeting

7.2 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This could involve an offsite or minibus ban for a period of time.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the wellbeing needs of staff accused of misconduct.

8. Behaviour management.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

8.2 Positive Handling , reasonable force and Physical Restraint (Team Teach)

At Compass Learning Centre we follow the TEAM TEACH philosophy and strategies to promote positive behaviour and manage challenges. Prevention is the best form of intervention.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Preventing a pupil committing a criminal act
- Causing serious disruption to the good order of the school

Incidents of physical guidance and restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and other stakeholders

  The school's Inset programme will be supported by In-House training based on the T.E.A.M. T.E.A.C.H. approach. Professional development in this area will remain an ongoing maintenance issue in the whole School Improvement Plan. Our trained members of staff may offer INSET to other schools.

  Team Teach
  T – Techniques (that are)
  E - Effective (with)
  A - Anger/Aggression
  M - Management

  T - Therapeutic
  E - Educational
  A – Awareness
  C – Communication
  H - Handling

  AIMS OF T.E.A.M. T.E.A.C.H
  To promote effective safer verbal, non-verbal and physical techniques, designed specifically for children, teenagers and young adults.

To enable services for children to develop acceptable and appropriate responses to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships.

RATIONALE

Team-Teach promotes positive, proactive, non-punitive and safe non-violent methods
There should be calm, controlled, dignified and skilled interventions
All interventions should be carried out in a safe and therapeutic context
Physical interventions are not a punishment or means of discipline
TT promotes care, support and control for young people
Physical interventions should take place within the context of a positive relationship with the child
Staff have a duty of care that TT helps them to achieve. 'I care enough to not let you be out of control'
A physical intervention should provide the minimum necessary external controls to ensure safety of people and property
TT is not about power over children or physical strength.

C.A.L.M- Calm Communication
C- Communication- stance, posture, gesture, facial expression, intonation, scripts
A-Awareness & Assessment- Reading behaviour, knowledge of handing plans, anticipating what might happen next.
Listening and learning- give time and space, allow pauses for take up time, give a way out
Making safe- objects, space, hotspots, safety responses.

8.3 Searching & Confiscation (please see Searching, screening and confiscation policy)

Any prohibited (banned) items found in pupils' possession will be confiscated. These items will not be returned to pupils but maybe to parents.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate, or disposed of if necessary.

Searching and screening pupils is conducted in line with the DfE's **Searching, screening and confiscation at school - GOV.UK**

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition, pupils have transition sessions with their staff. This includes when entering or exiting our provision through a mainstream reintegration .
To ensure behaviour is continually monitored and the right support is in place, information is made available relating to pupil behaviour. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including de-escalation, a trauma informed approach and proper use of restraint, as part of their induction process. This is completed through the use of Team Teach in which Compass has two tutors to deliver to the staff team.

Behaviour management will also form part of our daily reflections with students (briefings) and through continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Board every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions (Suspensions) policy
- Safeguarding policy
- SEN Policy

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Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
All pupils, staff and visitors are free from any form of discrimination
Staff and volunteers set an excellent example to pupils at all times
Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
The behaviour policy is understood by pupils and staff
The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions
Pupils are helped to take responsibility for their actions
Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
This written statement of behaviour principles is reviewed and approved by the full governing board every year.

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Physical Intervention Policy

Introduction

The responsible person for the implementation of the Policy is the Headteacher. This Policy will be reviewed by annually by the Headteacher, the School's Team Teach Tutors, the Engagement Team SLT and the Management Committee.

The Policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces, supersedes and replaces previous guidance. It also takes cognisance of joint guidance issued by the DCSF and Department of Health, 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. The Policy has been prepared for the support of all teaching and support staff who come into contact with pupils, and for volunteers working within the School to explain the School's arrangements for care and control. Its contents are available to parents and pupils.

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in Compass. It is recognised that the majority of pupils in our School respond positively to the discipline and management practised by staff. Concrete and intrinsic rewards play a large part in engaging pupils in their learning and classes operate appropriate systems which can also carry consequences or sanctions. All of these elements help to ensure 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. Compass Learning Centre acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.
Every effort will be made to ensure that all staff at Compass:

(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
(ii) are provided with appropriate training to deal with these difficult situations
(iii) have their practice monitored to maintain safety and quality.

Minimising the need to use force

At Compass 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 behaviour which challenges us have an **Individual Education Plan and Individual Handling Plan**. Pupils 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 individualised support or programmes to help them to manage this. The School uses Social and Emotional Aspects of Learning (SEAL) and ELSA approaches to help pupils to learn about feelings and managing conflict, and the Nurture Group Approach where this is appropriate to their level of development. A team of staff are also trained in Team Teach which gives staff a tool kit to support the pupils in de-escalation but also trained how to hold students in order to keep them and others safe. The School curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

TEAM TEACH- A team of 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).

As teaching and non-teaching staff 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 management methods for reducing risks presented by children's challenging behaviour. Pupils' Individual Handling Plans are Safe Systems of Work under 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 inevitably carries an attached risk of unintended harm and this places staff and the School at risk of potential litigation.

The use of force 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 the need for physical intervention. Staff need to 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
- 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 need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

The Violent Crime Reduction Act 2006 effective from September 2007, gives Schools powers to screen or search pupils for weapons. At Compass it is extremely unlikely that pupils would conceal weapons, and therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the School decides that a search may be necessary, then the police would be called.

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, defusing, and de-escalation. An **Individual Education Plan and Individual Handling Plan** is a plan for the 'positive management of pupil's' 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. (See Appendix 1& 2)

1. **Physical Contact**
   Situations in which proper physical contact occurs between staff and pupils, for example in the care of pupils, in order to support their access to a broad and balanced curriculum. It would seem reasonable that occasionally, particularly when upset, children do 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 Management Committee 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. **All such incidents must be recorded** on the Incident/Accident Form and entered into the Bound and Numbered Record of 'Incidents Requiring Physical Intervention' (See Appendix 3), available in the Deputy Head teacher's office. If

anyone is injured a LA accident form (AIR1) must also be completed. Records of incidents must be given to the Headteacher/ Deputy Head as soon as possible, and by the end of the School day at the latest. An RPI

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.

Seclusion: where a student is forced to spend time alone against their will in a room which they cannot leave. It cannot be locked or held shut.

Time out: This involves restricting the pupil's access to 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: This 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, a quiet room or the Focus Room.
Secured doors and other devices used designed to prevent a problem from occurring should be considered a form of restrictive physical intervention. Secured doors and high level handles within the School are used only as a safety measure.

Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the pupil's Positive Handling Plan. This should cover most interventions, as possible scenarios will be identified and planned for when the Positive Handling 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 **Individual Education Plan and Individual Handling Plan** will be devised (**or the existing plans updated)** 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 Compass (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 at Compass 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 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
- expect Positive Handling 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.

Compass will ensure that pupils understand the need for 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' preferences relating to the way/s in which they are managed.

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 'defusing' 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
- the risks associated with NOT using a RPI are greater than the risks of using a RPI
- other appropriate methods, which do not involve RPI, have been tried without success.

Deciding whether to use Restrictive Physical Interventions 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 **Individual Education Plan and Individual Handling Plan** and of this Policy is to reduce the risks associated with pupils' challenging behaviour, 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** and will have an **Individual Education Plan and Individual Handling Plan** drawn up by the Engagement Team as a result of this. These will be shared with all staff and parents and are kept in the student files.

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.

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 Handling Plans, have a duty to report these to the Headteacher 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 at Compass:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/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 **Individual Education Plan and Individual Handling 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 in which 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 pupil'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 identify a need for a planned approach, Positive Handling Plans are written for individual pupils and, where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the pupil to facilitate consistency of approach so far as is possible.

Staff Training

Training is available for all staff at Compass; for most staff this is enhanced by Team Teach training in the use of positive handling 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 that can 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.

Compass is committed to using Team Teach. Team Teach Ltd is a training provider that is accredited through the British Institute of Learning Difficulties (BILD) and adheres to their Code of Practice on physical intervention. Compass acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

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 pupils 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 pupil, 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 – former Team Teach Ltd Director).

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 Equality 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 Headteacher 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 Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. An up to date list of all authorised staff is available in the **staff files.**

All members of staff are reminded that all pupils who have challenging behaviour will have a Positive Handling Plan, which should be strictly adhered to. These plans are reviewed every half term and all staff are encouraged to make a contribution to the plans. A pupil's Positive Handling Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that a Positive Handling Plan is no longer effective/suitable for any reason, they should discuss this with the Engagement Team before making any adjustments to it.

Strategies for dealing with challenging behaviour

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 of an explanation of why observed behaviour is unacceptable o 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
- Physical intervention. Reasonable force being used to prevent a child harming him or

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

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:

(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.

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) – pupil's Positive Handling Plans should be followed at all times, acting in the best interests of the pupil.

- 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, for example biting
- Key staff within the School are trained in First Aid. 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 in the School's Record of Incidents Requiring Physical Intervention Book, statutory for all Special School provision. This is a bound book, with numbered pages, retained in the School office/Deputy Head Teacher's office. The RPI paperwork also needs to be completed and filed in the same location.

Appropriate documentation will be completed as soon as possible after the incident, (within 24 hours) normally prior to staff going off duty and be signed by all staff involved and the Headteacher. After the review of the incident, a copy of the details will be placed in a central file as part of a pupil's educational record.

Reporting incidents

All incidents recorded or entered into the Record of Incidents Requiring Physical Intervention Book, will be reported to parents. This may be by telephone and recorded in the Parents/Carers Communications log book, depending on the nature of the incident and the procedure shared with Parents when their child's Positive Handling Plan is devised/reviewed by the Engagement Team.

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.

Monitoring of incidents will take place on a regular basis (at least half-termly) and the results used to inform planning to meet individual pupil and School needs. The Deputy Headteacher will present an annual summary of incidents that have involved the use of force to the management Committee.

Action after an incident

At Compass 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 SENCO, SLT, Engagement Team or Head Teacher.

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:

- IEP
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- 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

Section 7 of 'Holding Safely' (SIRCC 2005) looks in detail at learning from events and examines ways in which staff can best use the experience of physically restraining children and young people to help shape future practice and Policy. Compass believes that "Listening and Learning" is vital to the ethos of the School. Staff within the School use a wide range of skills and communication aids to ensure that "Listening and Learning" takes place following incidents.

Any member of staff 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

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, the matter will be reported to the Local Authority Designated Officer 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 DCPP), should be raised with the Headteacher or another member of the SLT or with the Management Committee in order to allow concerns to be addressed and practice improved.

THE TEAM APPROACH

~Working together to safeguard children and staff~

INFORMATION FOR PARENTS

Here at Compass Learning Centre, we aim to provide a learning environment that is free from fear and safe from harm. We have Policies and procedures followed by all our staff to try and secure the best learning and development for our children.

We are an Inclusive School that tries to meet the needs of all our pupils regardless of their level of support need and therefore, from time to time, some pupils may present with challenging behaviour. Our health and safety commitment to pupils and staff means that we will carry out a risk assessment to foresee and reduce the risks presented occasionally by their behaviour. This may also mean that there are times when their behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions.

'Team Teach' is the approach adopted by us at Compass to manage challenging and aggressive behaviour. Many of our teaching and non-teaching staff have been trained in the use of this approach and the Headteacher keeps a list of those staff authorised to use Team Teach and they receive regular refresher training from instructors.

The basic philosophy of the approach is as follows:

- 95% or more of all incidents should be managed without recourse to physical intervention
- it is a flexible framework of responses stressing a holistic approach
- de-escalation of situations is a priority (e.g. using communication skills, humour, distraction etc.)

- gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

All incidents of positive handling are reported, recorded, monitored and evaluated.

Any injury sustained during an incident involving positive handling is reported to the Parent/Carer, Headteacher and the Local Authority (LA). After receipt of the information the LA will decide if they wish to further investigate the referral.

As a Parent or Carer you should be assured that all staff are committed to providing a safe and productive learning environment for all. Staff will ensure that any physical intervention will happen wherever possible as a last resort.

Both the Department for Education (DFE) and Department of Health (DOH) issue clear guidelines for the use of physical intervention and the use of reasonable force. The School has copies of these guidelines which are available to you upon request. If you have any questions concerning the use of Physical interventions or the Team Teach Approach, please do not hesitate to contact the School. More information regarding the Team-Teach Approach can be found via the internet by visiting www.team-teach.co.uk