



Springfield School

Behaviour and Physical Intervention Policy

Section 1 – Behaviour Management

Statement

The aim of this policy is to promote positive behaviour from all members of the Springfield community. There are a wide range of personalities within Springfield, but we are all working within the same whole School aims and values. The policy is to ensure clarity and consistency in how we hope to achieve and support appropriate behaviour so that we all work in a safe environment that promotes learning. A positive approach, attitude, communication and behaviour is expected and encouraged at all times from all members of the school community.

We recognise that all behaviour is influenced by a variety of factors including:

- The way that pupils and adults behave depends on the way they feel about themselves
- The way pupils and adults feel about themselves depends on the way in which those around them respond to their behaviour

We have found that:

- Positive approaches to behaviour management, through positive recognition and reward systems, coupled with clear and consistent systems and procedures for dealing with more challenging behaviour is most effective

We acknowledge that the specific learning difficulties of individuals will have an impact on their behaviour. Many of our pupils experience difficulties with communication, and for some physical behaviour can be another way of communicating. This Behaviour Policy is part of a range of policies that contribute towards developing appropriate and effective communication.

At Springfield we want to see happy and confident children and young people, who are respectful towards others and people they meet, have a positive self image and attitude towards learning and the wider environment. This would be demonstrated by politeness, calmness, good communication, tolerance, concern for others and the ability to adapt to a range of situations and environments.

Pupils are encouraged to take responsibility for their own behaviour and awareness of its impact on others. Pupils may display inappropriate behaviours, but they are not always deliberate or malicious. We have a duty to correct pupils when they make a mistake, but in a positive and supportive framework that shows them alternatives and encourage them to learn more appropriate ways to behave. Our teaching and practising of communication skills are key to supporting pupils' behaviour.

Everyone has a responsibility in supporting positive behaviour across the school. Staff model appropriate behaviour towards pupils, staff and visitors. Class meetings and staff meetings are opportunities to share knowledge and experience, in order to reach a common understanding, particularly regarding some pupils who require greater support. Visiting professionals have their own standards and policies to which they have to adhere. There is an expectation that they will also take note of Springfield's Aims and Values, and the emphasis on positive interactions in school. Work experience pupils and students are interviewed prior to placements commencing and our expectations are explained to them. The behaviour policy informs induction for new staff and volunteers.

Corporal Punishment

It is **ILLEGAL** to use any form of corporal punishment in schools. It is a criminal offence to use physical force, or to threaten to use force, unless the circumstances give rise to a 'lawful excuse' or justification for the use of force (see section on Physical Intervention).

The use of corporal punishment will not be tolerated by anyone at any time.

It is the responsibility of the class teacher to ensure that all adults working with the pupils are aware of this.

Aims

- To manage pupils' behaviour constructively, positively and consistently while respecting their rights to express emotion and make personal choices.
- To encourage the pupils where possible to understand and manage their own behaviour.
- To enable pupils to develop positive behaviours which allow them to learn.
- To develop appropriate, acceptable behaviours in different environments.
- To show a caring attitude towards peers and adults.
- To respect the privacy and possessions of others.
- To involve parents, professionals and others in ensuring consistent approaches to managing behaviour.
- To give staff the confidence that they are managing pupils' behaviour in an acceptable and consistent manner - through appropriate training and support.
- To respect and be supportive of behaviour management / positive handling plans within their own and other classes.

Guiding Principles Managing Pupil Behaviour

- The behaviour of some pupils may not necessarily respond to interventions although varied strategies will continue to be used.
- Pupils who feel valued and have their successes recognised tend to behave more appropriately.
- Pupils who feel they are undervalued and unable to achieve success are more likely to express their feelings through inappropriate behaviour.
- When pupils are treated inconsistently they become confused and often are unable to distinguish between appropriate and inappropriate behaviour.
- Pupils learn quickly that if they behave in a certain way they will be treated in a certain way.
- If the ethos of the classroom and the school is positive then there will already be an atmosphere of mutual respect in which pupils behave more appropriately, and teaching and learning will lead to achievement.

The key to the above guiding principles is the continuing enhancement of self esteem during the teaching and learning process

Involving Parents / carers

- Parents / carers will be positively involved in all aspects of their children's behaviour in school.
- Parents / carers will be encouraged to work in partnership with the school to encourage and promote positive behaviour.
- Home/ school partnership is an integral part of all pupils learning
- Where appropriate, and with parental consent, Positive Behaviour Management Plans [PBMPs] will be shared with Respite carers and After School Clubs (i.e. Guideposts).

Support for staff

- Every member of staff will be involved in actively supporting their colleagues through regular class meetings, and where necessary peer support meetings, which will focus on the behaviour of individual pupils causing concern.
- The school acknowledges that the behaviour of some pupils has a detrimental effect on staff's levels of stress. The school will make a conscious effort to share the skills and expertise of the whole school community to overcome this difficulty.
- The Behaviour Management Co-ordinator will provide support for staff in the writing and implementation of Positive Behaviour Management Plans where requested. They will also arrange Physical Intervention Training (P.R.I.C.E Techniques - Protecting Rights in a Care Environment) where appropriate, and will be available to refresh and develop skills and strategies for the defusion and de-escalation of incidents of Challenging Behaviour.

Equality of Educational Opportunity

- Equality of educational opportunity will be ensured for all pupils as far as is practicable who require alternative arrangements because of their behaviour.
- Sometimes it is necessary to exclude pupils from lessons or school and this has serious implications for their entitlement to the curriculum.
- Schools also need to be aware of gender differences and, where appropriate cultural and ethnic differences, all of which have implications for equality of educational opportunity.

Strategies to encourage Positive Pupil Behaviour

1. To promote positive pupil behaviour all staff should:

- Be prepared for the day taking into account their own attire and environment
- Welcome pupils on arrival
- Treat pupils with dignity and respect
- Take account of differentiation
- Start and end each day positively
- Inform pupils about time table and daily routine (including any changes/visitors)
- Record, monitor and evaluate all learning objectives
- Develop classroom management strategies
- Be consistent in expectations and approach
- Be proactive NOT reactive
- Develop an appropriate sex education programme which is prepared in conjunction with parents

2. Be aware of the need to:

- Show confidence in pupils
- Be positive
- Encourage interaction between pupils
- Give clear simple instructions
- Be a good role model
- Look for, encourage and reward positives
- Look at whole pupil, not just behaviour
- Use humour
- Show affection
- Be assertive - not aggressive
- Be fair
- Be imaginative and creative
- Be calm and aware that your feelings may affect all situations
- Use your own voice, body language and facial expression with care
- Problem solve as a team

3. Remember:

- To pay attention to classroom layout and equipment
- To consider pupil grouping
- To take into account classroom mood
- To be flexible
- To organise appropriate and meaningful activities
- To take into account outside distractions
- That pupils behaviour may be affected by situations outside school
- That all staff are part of a team and can ask for help
- To be consistent and support each other

Section 2 – Physical Intervention

Statement

Our school has a duty to safeguard and promote the welfare of its pupils. All forms of physical contact, not just restraining contact, must be justifiable as reasonable and necessary in the interests of:

- a) the child's learning and development
- b) the child's well being
- c) the wellbeing of others

Any form of physical contact should be conscious, self aware, reasonable and justifiable. Therefore, in exercising restraint only such force as is necessary and reasonable in the circumstance may be used. The scale and nature of any Physical Intervention must be proportionate to both the behaviour and the individual to be controlled and the nature of harm they may cause.

Springfield School will follow the guidance set out in the joint publication by the DfES and the Department of Health - 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders'.

Springfield School will use a Physical Intervention method accredited by BILD (British Institute of Learning Disabilities) namely P.R.I.C.E and will have a qualified instructor in the above to train and support staff.

The use of Physical Intervention is considered as a last resort to manage Challenging Behaviour and should form part of a structured Positive Behaviour Management Plan. At no time should any other form of restraint be used (e.g. ties or straps) unless they are an integral part of equipment designed for the individual.

As a school we recognise that it is important to distinguish between:

- Planned intervention, in which staff employ, where necessary, pre-arranged strategies and methods which are based upon a risk assessment, and recorded appropriately
- Emergency or unplanned use of force which occurs in response to unforeseen events

When an emergency situation occurs and Physical Intervention is required to maintain the safety of a pupil, staff will use the completed Incident Record form to plan strategies to deal with the situation should it arise again.

Planned Physical Intervention will **only** be used when it is required to prevent:

- Self-harming
- Injury to other pupils or staff
- Damage to property
- An offence being committed
- In the school setting, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

(DfES/Department of Health - 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders')

Aims

- For all staff and pupils to feel secure and safe in the school environment
- For all staff to be aware of the Guidance published by the DfES and the Department of Health
- For all staff to approach incidents of challenging behaviour where Physical Intervention may be necessary, in a positive manner and try to diffuse/prevent behaviours before the need for Physical Intervention arises.
- For staff to be trained and supported in the use of Physical Intervention through the use of P.R.I.C.E Techniques
- For all staff to use the Physical Intervention Risk Assessment Forms
- For all staff to use the Incident Record Forms
- For all staff to be calm, confident and objective when dealing with incidents which may require Physical Intervention
- To only ever use the minimum Physical Intervention necessary
- For the management of behaviour to be so effective that behavioural incidents do not regularly interfere with the learning and teaching of other pupils

Definitions of Terminology

It is important for all staff to realise, and use on Positive Behaviour Management Plans, the distinctions between:

- *Seclusion* - where a pupil is forced to spend time alone in a room against their will (requires a statutory order other than in an emergency)
- *Time out* - which involves removal from a rewarding environment as part of a planned behavioural programme
- *Withdrawal* - which involves removing the pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities (this may involve the use of reasonable force)

Any pupil removed from a classroom for any reason must be continuously observed

Recording Incidents

It is important to record incidents of challenging behaviour in order to monitor the success of Positive Behaviour Support Plans.

School staff are required to complete an Incident Record Form when any part of the PBSP is followed or when incidents occur as agreed and defined on the PBSP.

Recording will be used for a number of purposes:

- compliance with statutory requirements
- monitoring of pupils welfare
- monitoring staff performance and identifying training needs or outcomes
- monitoring the appropriateness of staffing levels
- updating medical records
- the planning of future pupil placement and class organisation
- monitoring the success of an individuals Positive Behaviour Management Plan

School Forms

All school forms should be filled in as clearly and succinctly as possible - so that staff and visitors to the class can follow them.

Positive Behaviour Support Plan [appendix 1]

This form is for all pupils who can display behaviours from Level one to five, and is also the form to use if Physical Intervention is likely to be mentioned.

A Physical Intervention Risk Assessment form must also be completed.

An example Positive Behaviour Support form is included as part of the appendix

The Communication Passport section of the form should be completed in all cases

The sequence of strategies should begin with prevention strategies, followed by defusion and de-escalation strategies in the order that they will be used; these should be numbered points and should include key phrases or words to be used. (Numbered points mean that staff can communicate about the level of de-escalation strategy that is being used and where the pupil is on the plan i.e. to facilitate staff handover of the situation).

This form should be completed after or alongside discussion with parents at Termly Review meetings, and should be signed by them. It is useful if they have a copy in order to encourage and facilitate consistent approaches at home and school.

In the 'strategies' section on the form it is important to note how you will reward positive behaviours as well as strategies for ignoring / sanctioning negative behaviours. There should also be a detailed description on what 'Post Incident' support will be given to the pupil concerned, and how they will have input into recording the incident (where appropriate).

Behaviour Support Plan Review Sheet [appendix 2]

This form should be filled in prior to a Termly Review meeting by the class team, it should then be sent home with the Termly Review for parents to consider and add comments to. This form provides evidence of the review process and forms part of the Termly Review and Annual review.

When Positive Behaviour Support Plans (PBSP) are updated this form should be handed in to the Behaviour Support Co-ordinator alongside the PBSP.

Physical Intervention Risk Assessment Form [appendix 3]

This form must be completed for each individual pupil who requires the use of Physical Intervention to manage their behaviour.

Springfield School uses the Risk Assessment outlined by the LA in the document 'Working with Children and Young People - Physical Contact and Intervention' (1999)

Incident Record Form [appendix 4]

DfES guidance states that these must be in a bound book with numbered pages.

The form must be completed after incidents of Challenging Behaviour have occurred which are above and beyond what is considered an average day for that pupil as outlined on the pupils Positive Behaviour Support Plan or after situations involving Physical Intervention to deal with an emergency.

Copies should be given to the Behaviour Support co-ordinator, who will use them to monitor the number of incidents from individual pupils, and the success of the Positive Behaviour Support Plan.

New books are kept in the Administrative area on each site

Guidance on completing School and LA on-line forms

Appendix 5

Links to other policies:

- Vision, Values and Aims
- Anti Bullying Policy
- Learning and Teaching Policy

Appendix 1



SPRINGFIELD SCHOOL
POSITIVE BEHAVIOUR SUPPORT PLAN

Name - Site and class -

Date set - Review date -

Class staff signatures -

Parent / Guardian signatures -

Personal Profile

Outline of an average day for this pupil including primary prevention strategies:

Likes	Dislikes

COMMUNICATION PASSPORT

When I say / do	What I mean is	What I need is

BEHAVIOURS AND STRATEGIES (INCLUDING NAMED PRICE TECHNIQUES)

Behaviour	Frequency (i.e. once / twice daily, once a week etc)	Trigger	Staff response



SPRINGFIELD SCHOOL
Behaviour Support Plan Review Sheet

Note - the intention of this sheet is to make you think about what is going well, think positively about those moments in an incident or build up when you do things that are effective or potentially effective and worth doing again. It will be helpful to look through the incident record book and check on frequency, duration and common triggers (location, staffing, weather etc).

Name of pupil -

Term -

Current Class and Site -

Staff making Evaluation -

Description of a typical incident / day

External factors affecting pupil this term? (medication change, moving house, illness - time off school, change of class)

What are we doing that is good work / effective? (list examples even if incidents sometimes become unmanageable)

Are we being consistent with each other (class team / working in partnership with home)

Does the Behaviour Support Plan work? Does it need changing? How?

Thoughts for the future (e.g. Do you need more support or training?)

Comments from parents

Signed (class team) Date

Signed (parents)..... Date



SPRINGFIELD SCHOOL

Physical Intervention Risk Assessment Form

Name **Date of Birth** **Age**

Names of others consulted

.....
.....

What positive outcome is being sought through Physical Intervention?

.....
.....
.....

What is the likely outcome if no action is taken?

.....
.....
.....

What alternatives are there to Physical Intervention?

.....
.....
.....

What is the minimum form of Physical Intervention seen as likely to be successful? (list P.R.I.C.E techniques)

.....
.....

Is there a risk of physical harm if the intervention is used?

- To the pupil
- To other pupils
- To adults
- To property

Who might be harmed if it is not used?

.....

Estimate of the risks to those involved if Physical Restraint is attempted

	High	Medium	Low
Severity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Probability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What measures have been taken to reduce the risks? (tick if complete)

Training in Physical Intervention

Checks for relevant medical information

Checks on likely context

Check on experience / advice from others working with the child in other settings

Others - please describe

.....

What risks remain? (e.g. Litigation)

.....

What future action might be needed?

.....

.....

.....

Date of assessment

Completed by

Signature

Signature of Head teacher Review date

Please give copy of this assessment to the Behaviour Management Co-ordinator



SPRINGFIELD SCHOOL
SPRINGFIELD SCHOOL INCIDENT RECORD FORM

PUPIL CLASS DATE

THE INCIDENT

Location	Time and duration of incident
Activity	
Triggers - Changes to routine/ staff? Arousal level? Environmental factors? Personal Factors?	
De-escalation strategies used	

BEHAVIOURS SEEN (please tick)

LEVEL ONE	
Non compliance / refusal	Dropping to floor
Screaming / shouting	Throwing objects
Banging furniture / objects	Defiant posturing / attitude
Invasion of personal space	Swearing
LEVEL TWO	
Grabbing clothes / spectacles	Spitting on own clothes / furniture
Attempted slapping / hitting / scratching	Pushing
Attempted biting	Poking
Attempted kicking	Pinching
Continuous level one behaviours (more than 5)	
LEVEL THREE	
Throwing objects with intent	Biting
Scratching	Hitting / slapping
Kicking (people)	Hair pulling
Spitting (at people)	Removing clothing
Running away (staying on premises)	Continuous level two behaviours (more than 5)
LEVEL FOUR	
Fighting (with a pupil)	Head butts to staff or pupils
Smearing of bodily fluids (urine / faeces)	Throwing large objects / furniture
Frenzied hitting / punching / scratching (staff)	Running away off site / out of school
Sexual harassment verbal to staff or pupils	Continuous level three behaviours (more than 5)
LEVEL FIVE	
Use of weapon / sharps	Sexual assault of staff or pupils (includes touch)
Continuous level four behaviours (more than 5)	

What happened?	Staff response
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PRICE TECHNIQUES (please tick) Were PRICE Techniques used? YES NO

Break away Techniques		
Wipe away	Hair pull release (compression)	
Clothing grab (single hand)	Wrist grab release (scissor / twist)	
Double wrist grab release	Release from bite (level 2)	
Defence against shin kicks		
Escorts and holds		
Single person shepherd	2 Person shepherd	
Embrace	Adapted embrace	
What were the risks to the young person	What were the risks to the other people	What were the risks to the environment

Who witnessed the incident?

Was an Accident (AR1) form completed? YES NO

Was a Physical and Verbal Abuse (PVA) form completed? YES NO

Who for?

Were parents informed?

YES Through diary Face to Face By phone

NO If 'NO' why not?

Does this pupil have an Individual Risk Assessment? YES NO

INCIDENT RECORD COMPLETED BY

Signature of SLT / BMC



GUIDELINES FOR COMPLETING INCIDENT FORMS

Each class must also have a class Springfield Incident / Accident Book. This is to be completed for all pupils and adults for any accidents such as trips and falls and for one off behaviour incidents.

Each pupil who has a Positive Behaviour Support Plan must have their own Springfield Incident Book.

When completing any Incident / Accident Form, please remember -

- To be objective
- To give enough information for someone else to understand
- To complete all sections
- You must not tear any pages out of a book, if mistakes are made then cross out the form and start a new one
- If other pupils are involved in an incident you must not use their name or initials but must state 'another pupil'
- Do not use staff initials, surnames are required on the full incident books.
- Initials can be used on the weekly record books as long as there is a code of the front with the full names of members of staff
- Refer to guidance inside behaviour incident books
- To complete the positive evaluation sheets after every 10 incidents relating to behaviour and pass a copy of this to the Behaviour Management Coordinator

All incidents / accidents must be recorded and the forms will be approved by your class line manager.

All Local Authority [LA] forms are completed on-line [from September 2010].

If a LA Accident Form is required then this can be started but must not be submitted until 24 hours afterwards. You do not also have to complete a Springfield Incident Form as we will have a copy of the Accident Form.

It is essential that we have a record of all incidents / accidents so that a true picture is given of behaviour and Health and Safety within the School.

Approval, Collation and Monitoring of Incident Forms -

Behaviour Incident Forms -

For several years, the line manager for a class has been checking and signing incident forms. The forms have then been collated 3 times a year so there has been an accurate record of -

- the number of incidents for each pupil
- the level of the incidents
- physical intervention used
- whether LA forms completed

Each pupil with a Positive Behaviour Support Plan is then given a risk rating from the BILD Risk Assessment Guidelines [low, medium, high or critical].

This information has been used to give an overview of behaviour and incidents across the School which has informed class planning, staffing and support required. Parents are informed of this collation at the time of their child's Annual Review Report.

As from September 2010, the class line managers will sign incident forms at the same time as the forms are collated by the Behaviour Support Coordinator and a Governor from the Pastoral and Community Committee. This will usually happen once a new term and means the School will have a more regular overview of incidents across the School and this group can identify where further support may be required for pupils and staff. This information will be reported to the Pastoral and Community Governor's committee twice a year.

The LA now also monitors the online incident forms and is able to offer support if required where there is a high level of incidents.

Incident / Accident Forms

These are monitored by line managers as they are signed.

The Facilities Manager will monitor the occurrence of accidents twice a year and report to the Pastoral and Community Committee.

Guidelines for Local Authority Forms -

Incident / accident form [old AR1]

Use for unplanned, unexpected events arising out of or, in connection with work affecting employees, members of the public, contractors, clients, visitors, volunteers, pupils/ students e.g. a slip, trip or fall at work, an injury requiring first-aid at work, a broken bone, eye injury, etc.

Do not use this form for reporting incidents involving physical / and or verbal abuse - 'with' or 'without' injury - there are separate forms for this.

PVA - Physical and / or verbal abuse (no injury) employee only

Physical and / or verbal abuse (no injury) is defined as an incident **that does not** result in physical injury i.e. anti-social behaviour, damage to property, physical abuse such as spitting, racial abuse, threatened physical abuse, sexual harassment etc.

NB In cases where a work colleague has abused you and you wish to report the incident - please refer to your line manager in the first instance and when necessary they will contact Human Resources at the LA.

PVA - Physical and / or verbal abuse (with injury) employee only

Physical and / or verbal Abuse with injury is defined as an incident **that does** result in physical injury e.g. punch, kick, blow, bite, cut, etc.

Physical and Verbal Abuse Forms [PVA] are only completed for adults - if a pupil is injured then a Springfield Incident Form should be completed and an AR1 form if necessary.

Physical and Verbal Abuse is subjective and therefore it is difficult to insist that staff complete a PVA form. The priority for the School is for the School's Incident Forms to be completed so we can monitor incidents, physical intervention used and provide support where required. However, the LA do not receive this information so do not get a true picture of incidents across the School. This is an ongoing issue within all Special Schools across the County and further clarity is being looked at by the LA.

The Governors at Springfield have agreed that if there is any injury resulting from a behaviour incident with a pupil then staff **must** complete a PVA with injury form.

It is up to individual staff whether they complete a PVA without injury form for other behaviour incidents. There may be occasions when a class line manager requests that a PVA without injury form is completed, if they think this required, having looked at the School incident forms.

Dangerous occurrence/ near miss form

Use for 'serious occurrences that can arise out of, or in connection with work. These are specifically classified see list on the dangerous occurrence form. For example, explosions, construction failure, collapse of scaffold, uncontrolled release in a building of flammable liquid/gas. If you are not sure contact H&S team on 01865 797222 before completing the report.

A near miss is an occurrence that did not result in injury but clearly could have done. For example, a person walks round the corner of a building straight into the path of a ladder that is being used by a contractor. The ladder is shaken but the contractor does not fall.

Work related ill health and reportable diseases form

This form is to be used for employees only. Work related ill health means 'ill health caused by, or in connection with work'. For example, certain poisonings, certain skin diseases, certain lung diseases, some infections etc. Disease is defined by the fact that a medical condition is present and

a doctor has actually diagnosed this. For help and advice on completing this form contact the H&S team on 01865 797222 if you have issues.