



BLEASDALE SCHOOL

BEHAVIOUR POLICY

Behaviour Policy

Part A

1. Introduction

This 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. A statement about the Schools Discipline and Behaviour policy is made to parents in the School prospectus. The statement includes information on the use of reasonable force to control or restrain pupils. **Appendix A**

The policy has been developed in response to the recommendations of Circular 10/98 "The Use of Force to Control or Restrain Pupils", issued following the enactment of section 550A of the 1996 Education Act. It also follows the policies of Lancashire Education and Cultural Services Committee.

The policy should be read in conjunction with the Child Protection Policy Care, Control Sanctions and Handling Policy

The responsible person for the implementation of the policy is the Headteacher. The policy will be reviewed annually by the Headteacher and the Governing Body.

2. Purpose of Policy

The purpose of this policy is to protect both pupils and staff. A good personal and professional relationship between staff and pupils is vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practiced by staff. This ensures the well being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

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

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations. Individual members of staff will not be required to use physical restraint in isolation. However members of staff will be expected to apply the school's policy on physical restraint, to the minimum needed in line with the school's specific guidelines
- (iii) Wherever possible deprivation of liberty should be avoided and when needed should be the least restrictive of the available options

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

3. **Definitions**

(a) **Physical Contact**

Situations in which proper physical contact occurs between staff and pupils, eg in the care of pupils with learning disabilities in games/PE, to comfort pupils.

(b) **Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) **Physical Control/Restraint**

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.

(d) **Reasonable 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 (DfE Use of Reasonable Force 2013).

4. **Underpinning values**

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

- Recognition of their unique identity;
- Be treated with respect and dignity;
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school have a right to:

- Have their best interests taken into account at all times, including wherever possible avoiding deprivation of liberty

- 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.

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

Parents will have committed themselves through the Home-School Agreement to ensure the good behaviour of their child and that he/she understands and follows the Schools' Behaviour Policy.

5. **Authorised Staff**

All members of school staff have a legal power to use reasonable force (Section 93, Education & Inspection Act 2006). This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

In this school only staff who are trained in Team Teach Techniques may use Team Teach techniques to manage or control pupils.

Supply non teaching staff will not be authorised to use the Team Teach Techniques unless they are familiar with this school's policy and have undertaken training.

The Headteacher will maintain a list of those who have been authorised to use Team Teach Techniques. This list will be reviewed regularly

6. **Staff from the Authority working within the school**

Support Services will have their own policies of care and control of pupils but service staff will, whilst on school premises, be expected to be aware of and operate within the policy of this school.

7. **Training**

Training for **all** staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction

of staff and training will be provided as part of on going staff development. Team Teach Training is initially a 2 day training course followed by refresher training (1day) within 2 years

In regard to the type of pupils admitted to this school, the Headteacher will arrange for the provision of relevant training for staff on the advice of the designated LEA Adviser/Inspector; Interim guidelines for the management of behaviour appropriate for pmlp pupils will be overseen by the appropriate LEA Adviser/Inspector, pending the identification of an appropriate training package for the staff of this school.

8. **Strategies for dealing with challenging behaviour**

Staff consistently use 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;

- In every situation the pupils best interests **must** be taken into account (Mental Capacity Act 2005)
- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain (this includes negotiation, care and concern)
- Further verbal reprimand stating;
 - that this is the second request for compliance;
 - An explanation of why observed behaviour is unacceptable;
 - An explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupils complies. If possible summon assistance.
- Physical intervention. Reasonable force uses the minimum degree of force to prevent, a child harming him or herself, others or property

9. **Escalating Situations**

The 1996 Education Act (Sect 550 A) stipulates that reasonable force may be used to prevent a pupils from, doing or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintain 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 (this includes authorised out-of school activities.);

- Self injuring or placing him or herself at risk;
- Causing damage to property, including that of the pupil himself or herself;
- Committing a criminal offence (even if the pupil is below the age of criminal responsibility).

10 **Types of incidents**

The incidents described in circular 10/98 fall into three broad categories:

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

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

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

Examples of situations which fall into the third category are:

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

11. Acceptable measures of physical intervention

The use of any degree of force 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 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.

Assistance should be sought from another member of staff before intervening, as a basic rule of the school's policy; it will be extremely exceptional for any member of staff to intervene without assistance.

**Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property;
All individuals should be treated in ways that restrict fundamental freedoms as little as possible. Decisions must be the least restrictive of the options available**

This form of physical intervention may involve staff;

- Physically interposing themselves between pupils;
- Blocking a pupil's path;
- Escorting a pupil;
- Shepherding a pupil away;

In extreme circumstances, trained staff may need to use more restrictive holds for the shortest time possible. Guidelines attached at **Appendix B**.

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep talking to the pupil.

12. **Recording**

Where physical intervention has been used to manage a pupil, a record of the incident will be kept. Where physical control or restraint has been used a record of the incident **will** be kept. This record will be made in the school's incident book [and RF1 Form](#) and this will include.

- Name of pupil
- Date, time and place of incident
- A brief description of the incident and actions taken

The Incident Book/report will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher

In addition, specific details of the use of reasonable force will be recorded on Form RF1 which will include:

- How the incident developed;
- Attempts made to calm the situation;
- Names of any staff or pupils who witnessed the incident:
- The outcome of the incident including any injuries sustained, by any pupil or member of staff;
- Any damage to property which has resulted;
- Whether/how parents have been informed;
- A de brief for staff and pupils
- And, after investigation, a summary of actions taken.

Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report. They should also keep a copy of the report.

After the review of the incident, copies of Form RF1 will be placed on the pupil's file and in the school's general file on the use of reasonable force, held by the Headteacher.

A Health and Safety Accident/Incident Form (HS1) will be completed and returned to the Authority.

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 through the Headteacher. Staff may also contact the Directorate Stress line and/or the County council's Welfare and Counselling Section; Telephone No.'s 01772 263331; 01282 692079

Attached formats for the Incident book and form RF1 at **Appendix C**

13. **Action after an incident**

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 appropriate procedure; in consultation with the LEA's Senior Personnel Officer.

Child Protection Procedure (this may involve investigations by Police and/or Social services)
 Staff Facing Allegations of Abuse Procedure
 Staff or Pupil Disciplinary Procedure
 School Behaviour Policy
 Exclusions Procedure

The member of staff will be kept informed of any action taken.

Parents will be informed via a phone call of any use of reasonable force on their child following a serious incident.

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.

14. **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.

Any complaints about staff will be dealt with under the School's Complaints about Staff Procedure.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

15. **Monitoring of Incidents**

Whenever a member of staff has occasion to use force this will always be recorded and documented. 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 can only be contained by the use of reasonable force.

Parents will be kept informed via a phone call of this process.

This process will also address patterns of incidents and evaluate trends which may be emerging.

The Headteacher, in consultation with Senior Managers and the Chair of Governors will monitor the effectiveness of the school's policy in practice and will advise on any required developments/adaptations to the policy as necessary on evaluation.

APPENDIX A

BLEASDALE SCHOOL

POLICY ON CARE AND CONTROL OF PUPILS

MODEL STATEMENT FOR PARENTS ON THE USE OF REASONABLE FORCE

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.

Reviewed January 2017

APPENDIX B

BLEASDALE SCHOOL

TECHNIQUES IN THE USE OF REASONABLE FORCE

GOOD PRACTICE

TECHNIQUES should **only be used where staff have been trained in TeamTeach Techniques.**

ACCOUNT is taken of the young person's age, gender and state of development.

RELIANCE is not made on threatening or inflicting pain.

HOLDS do not apply pressure that work against the joints.

SEATED POSITIONS are used. Children are not routinely taken to the floor.

MOVEMENT is minimised, particularly the risk of losing one's balance.

TALKING with the young person is encouraged as you are restraining them.

APPROACHES should be made from the side and not face to face.

PHASING techniques should be used allowing you to phase up or down the hold as the young person regains control.

BREAKAWAY is an option at any time enabling staff not to be tempted at any time to escalate the hold using desperate or inappropriate techniques.

PROFESSIONAL DECISIONS NEED TO BE MADE. Staff have to make judgements within the policy of the establishment about whether or not to use reasonable force.

POST INCIDENT follow up is vital. Staff must report what has happened, go over it with a senior member of staff and take steps to rebuild their relationship with the child. In addition, provision should be made to offer both pupils and staff appropriate de brief and support. Pupils will be asked to show how they feel using pictures of happy and sad faces

Part B

School Specific Approaches/Guidelines for care and control strategies appropriate to be used with pmlid pupils

Reinforcement of Desired Behaviours/Reward System

Effective strategies for rewarding/encouraging pupils to acquire/maintain desired behaviours will be decided on by staff in consultation with parents, other professionals and through knowledge of each pupil's preferences. For some pupils overt rewarding of desired behaviour may result in adverse behaviour reactions. Staff may identify methods of giving a preferred activity, etc. which acts as a reward indirectly or choose other methods of reinforcing the "good" behaviour without the adverse reaction resulting.

In identifying reward system and strategies, staff will plan timings and approaches very carefully to avoid any reinforcement of the behaviour being eliminated, encouraging the behaviour desired.

Possible strategies which may be chosen from are:-

Praise from other persons

Verbal praise, (age appropriate language).

Physical reassurance

Touch (acceptable touch such as a ruffle of the hair)

Toys' leisure items; etc

Sensory rewards; "nice" smells, feeling materials, etc.

Relaxation

Free play/own time

Other activities; other environment; eg. Sensory room; walk, swing

In line with the LEA's requirements, no corporal punishment is carried out at the school.

Time Out

In accordance with the LEA's requirements and the guidance in the Child Protection Procedures, time out in its traditional format is not used at Bleasdale School. Pupils will not be taken to a quiet room or space and left unsupervised for any period as part of a behaviour management strategy.

Within the class or group situation, attention may be withdrawn from a pupil as a part of a strategy to minimise the encouragement of an undesirable behaviour. This strategy will be carried out within a fully controlled situation with staff supervision in place. As outlined in an earlier section, a number of strategies would be looked at to provide an effective means of diverting pupils from unacceptable to acceptable behaviours. A pupil may as an alternative to withdrawal of direct attention (time specified), be allocated a member of staff who assists in providing the pupil with an alternative location and activity, breaking the pattern of repetitive behaviour in the present situation. Staff are very much aware that the withdrawal of attention

from a pupil, briefly, results in a breakdown of the staff/pupil relationship and rebuilding of the relationship will be necessary.

Format for Behaviour Plans/Guidelines

In consultation with the LEA's Support Services Team, Behaviour Plan formats will be used in drawing up guidelines and plans as required for use with individual pupils. Key members of staff will determine which of the formats will be used in consultation with the pupil's educational psychologist and/or member of the Support Service Team as appropriate. The class teacher will most usually be the initiator of the drawing together of Key persons for the setting up of a Behaviour Plan, its implementation and monitoring/review.

The STAR Model breaks down into 4 components:-

S	=	Settings
T	=	Triggers
A	=	Actions
R	=	Results

Preparation of the plan/guidelines, using the following choice of formats:-

- i) Profile of Problem Behaviour
Completed as the starting point in all cases
- ii) STAR chart or ABC Chart completed
- iii) Daily Subjective Observation Report completed
(Important to complete as a group' ie all class staff working with the pupil/all residential staff working with the pupil. Both good and bad items to be recorded).
- iv) Behaviour Record Sheet
(Daily recording sheet for the behaviour targeted)
Other recording sheets may be designed from additional formats provided.
- v) Evaluation Sheet
Additional sheets: - Priority Planning and Recording
Individual Oversheet; IEP sheet

Not all of the available forms are used at any one time. It is important that when Key persons meet to draw up behaviour guidelines/plans the most appropriate forms are selected for use.

The STAR model package is attached as an Appendix to the Behaviour Management Section.

During the process of drawing up behavioural guidelines and plans, parents will be fully consulted, involved and invited to assist by the class teacher; (or RESW if only

applicable in the residential situation). Parents will be asked to sign the completed guidelines/plan and to collaborate with the agreed recommendations/actions.

Behaviour Guidelines and Plans will be reviewed regularly by the class teacher and/or RESW and revised as required.

During the Annual Review Process, parents and other professionals will be consulted and updated on the effectiveness of the guidelines and their continued use or not.

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