



# Behaviour Policy

**RATIFIED:**

**(Chair of Governors)**

**DATE: September 2023**

**DATE TO BE REVIEWED: ANNUALLY**

# **TALBOT SPECIALIST SCHOOL POLICY ON BEHAVIOUR AND PHYSICAL INTERVENTIONS**

## **CARE AND CONTROL (INCORPORATING PHYSICAL RESTRAINT)**

### **‘The use of Positive Handling to manage physically challenging behaviour’**

This Policy has been prepared after staff discussions and was adopted by the Governing Body in February 2021

**Responsible Governor -** Debbie Grainger-James

**Review - Annually by the Head Teacher, Behaviour Coordinator and the Governing Body.**

### **RATIONALE**

This policy underpins our school’s commitment to ensuring that Talbot Specialist School is a community in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment. In its implementation of this policy Talbot Specialist School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

### **AIMS**

- To create a warm, calm and orderly atmosphere that promotes a sense of community with a multicultural and multifaith ethos.
- To achieve a consistency of attitude and approach by staff that gives a sense of security and safety and clear expectations to students.
- To ensure consistent, effective management of behaviour across the school.
- To create a climate of mutual respect between all students, staff and visitors, regardless of their colour, race or creed, within the school environment and the wider community.
- To ensure that all members of the school community are aware of our values, and that they are reflected in our behaviour.
- To ensure that governors, parents/carers, staff and students understand their roles and responsibilities in this area.
- To promote the continual development of all staff, parents and relevant outside agencies in the area of positive behaviour management.
- To develop a partnership with parents/carers in the behaviour management of their child or young adult.
- To ensure staff are aware of multicultural/multifaith aspects which may have an impact on a student’s behaviour management.
- To provide language/communication support where possible.

### **INTRODUCTION**

The Policy has been developed in response to DfE. Guidance (04/2012) on “The use of force to control or restrain pupils”, and in conjunction with section 93 of The Education and Inspections Act 2006.

It also follows the BILD code of practice for the use and reduction of restrictive physical interventions. (2010) ‘Third edition’

The policy should be read in conjunction with other school policies 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. A statement about the school's Discipline and Behaviour Policy is available to parents and pupils on the school website. This statement includes information on the use of reasonable force to control or restrain pupils, with Team Teach being the chosen strategy.

Procedures relating to equality issues e.g. race, disability, sexual orientation and, religious beliefs are outlined in the anti-bullying policy.

DfE guidance on the use of force 'April 2012' stipulates that reasonable force may be used:-

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

The Department for Education guidance document 'Use of reasonable force (July 2013) states that all members of staff have a legal power to use reasonable force.

Teaching and non-teaching staff work in 'loco parentis' and have the power to use reasonable force. They should always operate with an appropriate "Duty of Care". They could be liable for a claim of negligence if they fail to follow the guidance within this policy.

- 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.

### **PROMOTING POSITIVE BEHAVIOUR AND VALUES AT TALBOT**

- The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos.
- A committed team approach is vital to the promotion of a positive ethos.
- Staff provide a positive role model for students and this is reflected in their professionalism.
- Students will be respected as individuals.
- Work will be appropriate to the abilities and emotional, religious and cultural needs of each student where possible.
- The pace of the school day, and delivery of lessons, will be appropriate to the needs of the individual student.
- Students are encouraged and expected to respect each other, staff, visitors, the school environment and those they meet when out of school.
- We have a zero tolerance approach to racist, sexist, homophobic language and/or attitudes. If there is an instance where such behaviour or language occurs, then Senior Leadership and the Behaviour Team are made aware as soon as possible. Each incident is dealt with on an individual basis and as a School, we endeavour to work with all involved.

### **EXPECTATIONS AT TALBOT**

**At Talbot we expect that everyone will:**

- Be kind to each other.
- Be polite.
- Listen to each other.

- Give and receive help.
- Share with others.
- Be patient.
- Try to stay calm at difficult times.
- Consider the feelings of others.
- Work cooperatively with others.
- Be honest.
- Respect other people's property.
- Compromise when necessary.
- Respect each other's privacy.

These expectations fall within Talbots Five Golden Rules

- Good Thinking
- Good Listening
- Kind Mouth
- Kind Hands
- Kind Feet

## **ROLES AND RESPONSIBILITIES**

### **GOVERNORS**

- There will be a named governor responsible for behaviour.
- To monitor, review and amend the policy, at least annually.
- To monitor Incident and Accident reports.
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### **SENIOR LEADERSHIP**

- Oversee the implementation of behaviour and discipline procedures across the school.
- Liaise with outside agencies with regard to general behaviour policy procedures.
- Monitor and evaluate the effectiveness of the behaviour policy.
- Support staff in dealing with individuals who present with behaviour that challenges.
- Coordinate training for staff.

### **BEHAVIOUR COORDINATOR AND TEAM TEACH INSTRUCTORS**

- Oversee the drawing up, implementation and review of positive handling plans.
- Maintain a central record of training, evaluations and incidents.
- Organise and deliver Team Teach initial and re-accreditation training across school and the wider community.
- To issue a copy of this policy (including updates) to every member of staff and ensure they sign to confirm that they have read and understood it.

### **CLASS TEAMS**

- Contribute to the writing of positive handling plans after consultation with each other.
- Advise colleagues on the implementation of the plan.
- Report all incidents within 24 hours of the event.
- Record and evaluate incidents of inappropriate behaviour.
- Complete Incident reports when necessary.
- Refer serious concerns to the behaviour coordinator and/or a member of Senior Leadership Team.
- To receive and read a copy of this policy (and any updates) and sign to say they have.
- Understand the principles and values of Team Teach.
- Ensure agency staff and voluntary workers are shown relevant guidelines and PHPs.

### **PARENTS/CARERS**

- Support Talbot's commitment to Team Teach, and agree that positive handling strategies can be used with their child if it becomes necessary.

- Agree the expectations of pupils' behaviour in the school policy, and encourage their child to accept the standards wherever possible.
- Support the school and contribute towards achieving these standards, by reporting on progress and achievements of their child.
- Report any concerns they have to the school.

## **TEAM TEACH AT TALBOT**

**Team Teach** is a structured, non-violent staff development programme that promotes Techniques (that are) **E**ffective (with) **A**nger, aggression **M**anagement (utilizing) **T**herapeutic **E**ducational **A**wareness **C**ommunication **H**andling (strategies). In 2015, Team Teach achieved accreditation from the Institute of Conflict Management (ICM), which was established with the support of the Health and Safety Executive in 2000. It serves as the secretariat to the all-party Parliamentary group which meets three times a year at the House of Commons, to promote best policy and practice in the prevention and management of work related violence and bullying.

The Team Teach approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a student, and it teaches safe, effective ways to do this. Talbot is committed to Team Teach and ensures that all staff have been trained in its use. We aim to ensure all new staff members receive twelve hours Team Teach Training within 90 days of starting. Any risk associated with physical intervention is covered in great detail during initial and refresher training for all members of staff. "Team Teach techniques seek to avoid injury to the students, 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 students remain safe". (George Matthews – Director)

Three members of staff have Team Teach instructor status and they provide an initial two day training course for new members of staff, then a one day re-accreditation bi-annually for all. Parents will be informed of, and asked to support our commitment to Team Teach at the time of transition from feeder schools. All parents will be informed of Team Teach via the school prospectus, Parent transition days and the home/school agreement.

## **POSITIVE HANDLING PLANS**

The term 'Positive Handling' is used to describe the full range of strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff, children, young people and others. The use of force only forms a small (5%) part of the Positive Handling Plans and will always be used as a last resort across the school. All physical interventions, including restraint (RPI), are conducted within a framework of positive behaviour management.

## **The Legal Framework**

- The Department for Education guidance document 'Use of reasonable force (July 2013) states that all members of staff have a legal power to use reasonable force.

Throughout staff training emphasis is placed on the key questions.

Is it reasonable?

Is it proportionate?

Is it necessary?

Is this intervention in the best interest of the child?

## **PROACTIVE STRATEGIES**

In staff training emphasis is placed on proactive strategies. 'Team Teach' call these 95% techniques. Proactive strategies are intended to avoid the need for physical support.

Examples of these 95% Strategies include:

- Change of face
- Distraction
- Success reminder

- Humour
- Removal of Audience
- Verbal support
- Building a trusting and secure staff/student relationship;
- Creating a safe environment

When routine classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to draw up a Positive Handling Plan for an individual student. The class teams and behaviour coordinator are responsible for drawing up the plan, in consultation with parents, other members of staff and outside agencies if necessary. Outside agencies may include those from a wide range of backgrounds, including the Educational Psychologist service, respite care homes, social workers and Medical Professionals etc. The plan will indicate which socially unacceptable behaviours are being exhibited and possible triggers for them. It will provide guidelines for managing the environment in order to prevent incidents of inappropriate behaviour, and clear instructions on how to intervene when the behaviours have occurred.

Any Team Teach positive handling techniques that are likely to be used will be included in the plan. Any techniques that should not be used will also be mentioned when appropriate. There will also be a section on communication needs. Arrangements for reporting to parents and a date for review are also included. The class teacher, the parent, the behaviour coordinator and a member of the senior leadership team will sign the plan. It will be reviewed at least annually. A shortened version of each plan, highlighting key actions, will be displayed in the student's classroom if necessary. Unfamiliar staff will be given the opportunity to read individual plans for consistency of behaviour management.

### **RECORDING OF INSTANCES OF THE USE OF POSITIVE HANDLING (RPI)**

As a school we are constantly reviewing and reflecting on observations made to determine the function of a young person's behaviour e.g. communication. To support this class teams, keep classroom records e.g. ABC sheets (antecedent, behaviour, consequence) to ensure any plan in place can be reviewed and updated as and when needed. Based on this assessment and reflection if it is identified that a Restrictive Physical Intervention (RPI) may be needed then this is detailed in an individual's positive handling plan.

### **DEFINITIONS OF POSITIVE HANDLING (RPI)**

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it in Talbot School:-

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. (para. 3.4 page 9 DFES Guidance Ref: LEA/0242/2002 – contact DFES SEN Schools Team).

#### **Physical Contact**

- There are situations in which proper physical contact occurs between staff and pupils. Examples of these would be in the personal care of pupils with complex medical needs, in games/PE, or to comfort a pupil in distress.

#### **Physical Intervention**

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

#### **Physical Control/Restraint**

- This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All incidents must be recorded and stored in an accessible way.

- The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

### **Use of restrictive clothing.**

- Some people with learning difficulties display behaviours that pose difficulties for carers and staff and put the young person at risk. These could include taking off clothes in inappropriate places or smearing. Staff may try to stop these behaviours through the use of some form of restrictive clothing which impedes such behaviours e.g. bodysuits or overalls. If such restrictive practices are used, they will be supported by a Positive Handling Plan which will seek to address why the behaviour is happening and how the young person in time may learn to change the behaviour.

## **IMPORTANT DEFINITIONS**

### **Seclusion**

- In exceptional circumstances, where judged necessary to maintain safety of pupils and adults the Head teacher or head of school may authorise for a disruptive or unsafe pupil to be placed in an area away from other pupils for a limited period. The pupil will always remain with an adult.

### **Isolation**

- Any use of isolation that prevents a child from leaving a room will only be authorised in exceptional circumstances. Forced to spend time alone against will requires statutory powers other than in an emergency.

### **Time Out**

- Restricting positive reinforcement as part of a planned behavioural programme.
- Requires written agreed plan.

### **Withdrawal**

- Removed from the situation but observed and supported until they are ready to resume.

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.

In all instances when If RPI is used an online IRIS form will be completed by a member of staff who was present during the incident. All staff have a user name and password for this. These will then be discussed with, and signed by a member of SLT/ Behaviour coordinator and Team Leader. This will form the debrief, repair and reflection process that will follow after every incident. This system will also be used for any accidents or injuries to staff or students. Students will be offered a repair and reflection process by a member of the staff team. Each year group has a copy of the PECS symbols to assist with this process.

The IRIS system also provides opportunity for SLT/ Behaviour co-ordinator to complete detailed analysis across the school. This is completed to ensure the plans in place are effective in reducing the frequency, severity and duration of observed behaviours that may be impacting on accessing the learning opportunities on offer.

## **MULTI-DISCIPLINARY PARTNERSHIP WORKING**

The Talbot community understands the value of early intervention and the positive impact close partnerships with parents, class teams and other professions can have. To ensure that our families have the support they deserve we have a dedicated Student Wellbeing team. Our team includes:

- The Assistant Head Teacher who is the DSL and the Senior Leader for Mental Health.

- The rest of the team comprises of Student Welfare HLTAs with responsibility for Medical Needs, Nurture and Attendance who are both DSDs.
- HLTAs for Behaviour, Communication, and Moving and Handling
- TAs who specialise in supporting Medical Needs

A thread that links all members of the team is promoting pupil voice and effective multi-disciplinary working.

When considering interventions for a young person, the Student Wellbeing Team will work in partnership to deliver support.

In addition, where needed we will also work with outside services. For example, at Talbot we work hard to support our students' mental health. We frequently enlist the support of outside agencies, such as CAMHS and the MAST Team to support families both in school or whilst remote learning from home.

### **REINFORCING POSITIVE BEHAVIOUR**

Any reinforcers should be age appropriate, applied fairly and given with regard to equality of opportunity for all students. They will be selected according to their ability to motivate the individual and their appropriateness to the level of achievement. Some students will need an immediate reinforcer whilst other will be able to build points up, or wait until a later time to receive a reward. Whilst using reinforcers, staff should encourage students to work towards behaving appropriately because they know it is the right thing to do and not because they know that a reward will follow a spell of calm behaviour.

### **APPLYING CONSEQUENCES**

The school believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the pupil, to apply consequences to behaviour. Staff will assess that students are aware that their behaviour is unacceptable, and that the behaviour is within the students control, BEFORE a consequence is applied. Consequences will be used sparingly, sensitively and after due care and consideration.

### **SEARCHING PUPILS FOR PROHIBITED ITEMS**

The Education and Inspections Act 2006 gives statutory power to Head teachers/Principals and other staff authorised to do so the power to screen and search pupils for prohibited items either with or without the pupils' consent.

The following excerpt from the DfE publication '*Searching, Screening and Confiscation-advice for Head teachers, school staff and governing bodies January 2018*' seeks to clarify the school's position relating to this section of the Social Conduct Policy:

*"School staff can search a pupil for any item if the pupil agrees"*

- *Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:*
  - *knives or weapons*
  - *alcohol*
  - *illegal drugs*
  - *stolen items*
  - *tobacco and cigarette papers*
  - *fireworks*
  - *pornographic images*
  - *any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence*



- *To cause personal injury to or damage to the property of, any person (including the pupil).*

*Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for."*

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- Any staff member must have 'good reason' to examine or erase data or files from a seized electronic device. 'Good reason' would include reasonably suspecting that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a member of staff finds a pornographic image, electronic or otherwise they may dispose of or delete the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. It is expected that staff members report such occurrences immediately directly to the Designated Safeguarding Lead (DSL), deputy Designated Safeguarding Lead or a member of the Senior Leadership Team and that no disposal or deletion of images occur until this has occurred.
- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

## **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 investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Karen Halford September 2023