



OBJECTIVES

Good personal and professional relationships between staff and students are vital to ensure good order in our school. It is recognised that the vast majority of students in our school respond positively to the boundaries and support provided by staff. This protects the well-being and safety of all students and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. At Lancaster School physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our students, including the need/right to be safe from harm (from themselves or others).

It is the responsibility of all staff in this school:

- i) Create a learning atmosphere based on mutual respect, consideration and co-operation.
- ii) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- iii) To ensure they are provided with appropriate and regular training to deal with these difficult situations.
- iv) Only use restrictive physical interventions (RPI) if they are trained in Team Teach and as a last resort.

MOTIVATION THROUGH REWARDS AND POSITIVE EXPECTATIONS

At Lancaster School our philosophy is to 'catch the students being good' and reward this behaviour and conduct to create and maintain positive expectations around acceptable behaviours and conduct across the school.

Due to the diverse and unique needs of our students, and accepting that for many of our non-verbal students, behavior is a form of communication; staff are free to decide on the most effective reward system for each individual student.

Weekly achievements are celebrated in a whole school assembly every Friday and displayed on the achievements board in the school hall.

SCHOOL RULES

At Lancaster School the school rules are drawn up with the Student Council, to form a Code of Conduct:

- Be positive
- Respect people and the environment
- Be kind and considerate

The Student Council reviews these annually.

CREATING A PURPOSEFUL LEARNING ENVIRONMENT

At Lancaster School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. We have a total communication environment and staff use a range of strategies, eg signing, symbols and photos, to support students in communicating effectively without the need for them to resort to challenging conduct. In addition to this, students who present with challenging conduct are risk assessed and this assessment informs the individual Positive Handling Plan (PHP).

Students who have issues relating to sensory processing or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging conduct being exhibited, may have individualised support or programmes to help them to manage this.

The school curriculum and ethos promote independence, communication, choice and inclusion and students are given a myriad of opportunities for:

- personal growth
- to promote emotional well being
- the development of emotional intelligence.

All staff are trained in skills to help them to defuse situations before conduct becomes challenging and how to deescalate incidents should they arise. These alternative strategies will be used in preference to physical interventions and the use of force wherever possible and safe to do so. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

IMPLICATIONS OF THE POLICY

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

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff 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 and
- Making judgments about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

PREVENTION AND DE-ESCALATION

Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. The daily management/preventative strategies section of a student's Positive Handling Plan will outline specific ways to prevent incidents with the individual student.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm, but assertive, approach is generally most effective.

Diverting the student's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk. The phrase 'At Lancaster School we.....' Is a signal for students to know their conduct is to be de-escalated.

PRIMARY PREVENTION

This is achieved by:

- Avoiding situations and triggers known to provoke a challenging behavioural response
- Creating opportunities for communication, choice, negotiation and achievement
- Exploring students' preferences relating to the way(s) in which they are managed
- Developing staff expertise through a programme of continuous professional development
- The deployment of appropriate staffing numbers
- The deployment of appropriately trained and competent staff

SECONDARY PREVENTION

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of conduct 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 and
- The risks associated with **NOT** using a RPI are greater than the risks of using a RPI

TYPES OF INCIDENT

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a student from doing, or continuing to do, any of the following:

- Self-injuring
- Causing injury to others
- Committing a criminal offence
- Engaging in any conduct prejudicial to maintaining good order and discipline at the school or among any of its students, whether the conduct occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities)

The incidents described in The Education and Inspections Act 2006 and The Use of Reasonable Force to Control and Restrain Students 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 student 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 student attacks a member of staff, or another student
- Students are fighting

- A student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A student 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 student absconds from a class or tries to leave school (NB this will only apply if a student could be at risk if not kept in the classroom or at school)

Examples of situations which fall into the third category are:

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

Where a student's conduct 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:

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

Problems are normal where students are learning and testing the boundaries of acceptable conduct. Our success is not measured by the absence of problems, but by the way in which we manage them and how well the students can learn from them.

RISK ASSESSMENT AND DECIDING WHETHER TO USE RESTRICTIVE PHYSICAL INTERVENTIONS

It may be necessary to make a judgment about the relative risks and potential benefits arising from activities, which might provoke challenging conduct compared with the impact on the student's overall quality of life if such activities are not allowed.

Both challenging conduct and restrictive physical interventions (RPI) will involve a risk – to both staff and students. A risk assessment aims to balance these risks. The aim of the individual student's Positive Handling Plan and of this policy is to reduce the risks associated with students' challenging conduct as far as is reasonably practicable – both the risks that are associated with the conduct itself and the risk of managing that conduct. The risks of employing an intervention should be lower than the risks of not doing so.

A Risk Assessment will be carried out if it is foreseeable that a student's conduct may pose a risk to staff or students. This may result in a Positive Handling Plan being devised. This will be done in discussion with the staff team working with the student. The Headteacher may also be involved at this stage. The Positive Handling Plan will be shared with staff working with the student and stored in the white folder in each classroom.

All staff authorised to use physical intervention with students will receive training in Team Teach techniques as a risk reduction strategy and receive information about the risk to students of positional asphyxia. There are very clear protocols delivered during training to minimise the risk of harm to students and to ensure that appropriate safeguards are implemented.

THERAPEUTIC DEVICES

A decision to use therapeutic devices to prevent problem conduct **MUST** be agreed by a multi-disciplinary team in consultation with service users, their families, those with parental responsibility and advocates and recorded with an individual's Positive Handling Plan.

STRATEGIES FOR DEALING WITH CHALLENGING CONDUCT AND SUPPORTING STUDENTS IN CRISIS

All staff at Lancaster School will consistently use positive strategies to prevent the likelihood of incidents occurring and to develop appropriate conduct and good order – research shows that the way to improve conduct is to praise and reward appropriate conduct to increase the likelihood of it happening again! Alternative positive conducts are actively taught to replace inappropriate ones.

The Governors acknowledge the ethos and high expectations of good conduct throughout the school that has led to many students with challenging conduct developing coping skills and ultimately being able to manage their own conduct within the inclusive setting at Lancaster School. It is also acknowledged that progress can be very slow and some students may take many years to develop socially acceptable conduct. A small steps approach, with positive reinforcement consistently and enthusiastically employed and where progress is carefully recorded, allows staff and parents/carers/others to acknowledge the progress that all students make in changing their conduct.

DEFINITIONS

Positive handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal conduct, diversion, diffusion and de-escalation. Positive handling at Lancaster School is seen as a proactive response to meet individual student needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercises their responsibilities and the range of positive handling strategies used.

Positive Handling Plans are a plan for the positive management of students' conduct. They are based on a risk assessment and identify positive prevention strategies and how a student may need to be supported in a crisis. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a student to change their conduct to a more positive alternative.

1 Physical Contact

Situations in which proper physical contact occurs between staff and students, eg in the care of students and in order to support their access to a broad and balanced curriculum, it would seem reasonable that students do require opportunities for close contact such as cuddles/hugs. As long as this is within public view, sensitively carried out and age/person appropriate, the Governors would fully support this approach. At all times, (especially whilst assisting a student with their personal care and when teaching/practising personal independence skills) staff should use discretion to preserve the dignity of those students needing help/support. See the document Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009.

2 Physical Intervention (PI)

This may be used to divert a student from a destructive or disruptive action, for example guiding or leading a student by the arm or shoulder where the student is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner, many students can be deflected from a potentially volatile situation into a less confrontational situation, ie it may be possible to “defuse” a situation by a timely intervention.

3 Restrictive Physical Intervention (RPI) (sometimes referred to as restraint)

This will involve the use of reasonable force when there is an immediate risk to students, staff or property. **All such incidents must be recorded** on an RPI form. If anyone is injured, a HS1 accident/incident report must also be completed. Records of incidents must be written as soon as possible and by the end of the school day at the latest. The student's parents/carers will be informed of any significant incident concerning their son/daughter as soon as is practicable after the incident.

The level of compliance from the student determines whether or not the interaction is an intervention or RPI. RPI 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.

POSITIVE HANDLING PLANS (PHP)

The Positive Handling Plan will outline how the student should be supported by staff and what alternative conduct or communication strategy they are being taught. It is vital that these plans are followed precisely and consistently by all staff. The plans are reviewed and amended regularly. If the plan for a particular student contains anything which causes you concern, or which does not seem to be working, then you need to discuss this as soon as possible with the member of staff who is responsible for writing the plans. If you are the member of staff responsible for writing the plan, then discuss this with the Deputy Head. All plans are shared with parents/carers and are reviewed at least annually at the student's Annual Review. Plans may be reviewed more frequently if needed, especially if a student is going through an unsettled time or changes in patterns/types of conduct.

STUDENTS

Where a student has sufficient understanding, a Code of Conduct form should be discussed with them and they should sign it. They may benefit from a simple symbolised version of the plan as an aide-memoir – the plan should be seen as supportive to/by the student. The above is the responsibility of the class teacher. These should all be displayed on the classroom door.

PARENTS/CARERS/THOSE WITH PARENTAL RESPONSIBILITY

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

THE NATURE OF BULLYING

1. There are many definitions of bullying, but most consider it to be:
 - Deliberately hurtful (including aggressions);
 - Repeated often over a period of time;
 - Difficult for victims to defend themselves against.
2. Bullying can take many forms, but three main types are:
 - Physical - hitting, kicking, taking belongings;
 - Verbal - name calling, insulting, making offensive remarks;

- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails, text messages on mobile 'phones or social networking sites.

(DfEE, Bullying - don't suffer in silence)

In a school such as Lancaster, a number of students present a range of challenging conducts for a number of different reasons. Such conduct may include aggression or intimidation of other students; the student presenting this conduct may have great difficulty in controlling their actions and may not be fully aware of the consequences of those actions. Students may also use inappropriate language, which may be perceived as offensive and hurtful.

We recognise that a sense of community cannot be achieved if a school does not take seriously this type of bullying conduct. We therefore endeavour to deal promptly and firmly with all such incidents and try to be forever alert to signs/reports of bullying. The school also recognises the seriousness of racist or homophobic bullying.

Challenging bullying in whatever form it takes, will improve the safety and happiness of all students and shows how much the school cares and make clear that bullying is totally unacceptable.

WHAT SHOULD ALL MEMBERS OF STAFF BE DOING?

- Observe students whenever possible and be aware of the social relationships that exist in the school.
- Encourage students to talk about bullying in the PSHEE and Citizenship lessons and wherever else it may be appropriate - class councils, circle time etc.
- Report any bullying you see to the Headteacher.
- Record, report and take seriously any bullying reported by a child and carry out a preliminary investigation.
- Help the students to realise that the whole school is against bullying.
- Staff should make every effort to act early when bullying is identified and confirmed, as this will support the recipient and is less likely to disrupt the organisation of the class or school.
- Encourage positive and good conduct, raise self-esteem through praise in assemblies, PSHEE and Citizenship lessons.
- Encourage students to discuss the issues, but not individual cases, regularly at School Council meetings.
- Staff should make it plain to the bully that they disapprove.
- Staff should encourage the bully to see the recipient's point of view.
- Staff should punish the bully appropriately, so that the bully understands that they have choices in the way they treat other people and all choices have consequences.
- Staff should always explain clearly the punishment and why it is being given.
- If the bullying continues, consult the parents/carers of the bully, also the recipient, to inform and reassure them action is being taken.

If a particular student is presenting conduct that may be considered to be bullying, strategies for dealing with this (and encouraging more acceptable conduct) will need to be included in a Student Management Plan.

SCREENING AND SEARCHING STUDENTS

At Lancaster School any teacher can confiscate, retain or dispose of a student's property as a punishment or on the grounds of health & safety, so long as it is reasonable in the circumstances (Section 94 Education and Inspection Act 2006). Any remove items must be locked in a secure box in the strong room and parents/carers notified. The incident should be recorded on a C4C form, available from the Administration office. It is up to the teacher to decide if and when the items are returned.

However, only the SLT have the powers to search a student's person for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco & cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any other item the SLT deem harmful to the effective running of the school.

Any remove items must be locked in a secure box in the strong room and parents/carers notified. Weapons, knives and extreme or child pornography must always be handed to the police. It is up to the SLT member to decide if and when all other items are returned.

The incident should be recorded on a C4C form, available from the Administration office.

DISCIPLINING STUDENTS

All paid staff at the school have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction (Section 90/91 Education and Inspection Act 2006).

To be lawful, the decision to discipline must:

- Be made by a paid member of staff or other as authorised by the Head teacher
- Be made on the school premises or while the students is under the charge of an authorised member of staff
- Be proportionate and reasonable, taking account of age, SEN, disability and any religious requirements affecting the student.
- Not be in breach of any other legislation, e.g. disability, SEN, race, or other equalities or human rights.

All corporal punishment is illegal in all circumstances.

All staff are expected to consider whether the behaviour being disciplined gives cause to suspect the student is suffering or likely to suffer significant harm. If this is the case, staff should follow the Safeguarding and Child Protection policy and procedure.

CONDUCT OUTSIDE THE SCHOOL GATE

- All paid staff have the powers to discipline students for misbehaving outside the school premises to such an extent as is reasonable (Section 90 Education and Inspection Act 2006).

Paid staff may discipline students for misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some way identifiable as a student at the school

Or misbehaviours at any time that:

- Could have repercussions for the orderly running of the school
- Pose a threat to another students or member of the public

- Could adversely affect the reputation of the school

DETENTION AND INTERNAL ISOLATION

Lancaster School does not issue after school detentions and will not issue day time detentions that compromise the health and safety of the student.

Lancaster School will only use internal isolation when a student present as a danger to self and others.

Lancaster School has 'safe haven' called the Blue room. On making decisions about placing a student in this space, staff should consider:

- It is reasonable, appropriate and proportionate
- The student is a danger to self and others
- Age, SEN, disability and any religious implications that may affect them

Only on safety grounds can a student be prevented from leaving the Blue room.

The teacher is responsible for deciding the reasonable and appropriate amount of time that a student should stay in the Blue room.

Students can chose to take themselves to the Blue room, for a time agreed with the teacher

All admissions to the Blue room must be recorded on the chart outside the Blue room door

All students must be supervised when in the Blue room.

MONITORING AND EVALUATION

For all initiatives and policies to be successful they need to be understood by all members of staff, students, parents and governors. Therefore it is important that a process of monitoring and evaluation is put into practice.

- Are all staff aware of the content of the policy?
- Is the policy influencing practice?
- What strategies are being used with particular students?
- Are the identified areas for development being developed?

Regular feedback from students through class and school councils will also be used in the evaluation of the policy.

PLANNED AND EMERGENCY PHYSICAL INTERVENTIONS

A **planned intervention** is one that is described/outlined in the student's Positive Handling Plan. This should cover most interventions, as possible scenarios will be identified through the Risk Assessment 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 student. Members of staff retain their duty of care to students and any response, even in an emergency, must be **proportionate to the circumstances**. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Wherever possible, assistance will be sought from another member of staff. Following any such incident, a Positive Handling Plan will be devised (or the existing plan amended) to support effective responses to any such situations which may arise in the future.

Using Force

All Team Teach paid members of staff have the power to use reasonable force to prevent a student from committing an offence, injuring themselves, others or property, and to maintain good order and discipline in the classroom. For the purpose of this policy and the implementation of it within Lancaster School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a student harming himself, herself, others or property
- The scale and nature of any physical intervention must be **proportionate** to both the conduct of the individual to be controlled and the nature of the harm they might cause
- Staff would be expected to follow the student's Positive Handling Plan in the first instance to manage an incident/challenging conduct
- If this is unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained in and that are within their physical and emotional capacity and capability

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

All the techniques taught take account of a student's:

- Age
- Gender
- Level of physical, emotional and intellectual development
- Special needs
- Social context

They also provide a gradual, graded system of response.

Acceptable measures of physical intervention (PI)

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

- a) It is warranted by the particular circumstances of the incident
- b) It is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- c) It is carried out as the minimum needed to achieve the desired result
- d) The age, understanding and gender of the student 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 student
- 'Shepherding' a student away
- Supportively holding a student to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down

Restrictive Physical Interventions (RPI)

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 exercises their responsibilities and the positive handling strategies used.

Staff may need to rotate roles and have a break if the incident is prolonged (over 10 minutes) – you should follow the student’s Positive Handling Plan; at all times acting in the best interests of the student.

- It is acknowledged that with some disengagement techniques students 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 conduct they are employed in, eg biting, head butting.
- Most staff are trained in First Aid and there is usually a school nurse on site. Any of these may be called upon to implement First Aid or to seek further guidance from in the event of an injury or physical distress arising as a result of a physical intervention.

TIME OUT, WITHDRAWAL AND SAFE SPACE

Time out: This involves restricting the student’s access to positive reinforcements as part of the conduct programme. It is a specific conduct management technique and does not necessarily 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 student who is attention seeking, or positioning a student away from the class/group). This withdrawal of attention could also be achieved by sending a student to another class/group or a quiet area.

Withdrawal: This involves removing the person from a situation that causes anxiety, high arousal levels or distress, to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a student 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 other students (either on their own or in another class/group) in order to break the cycle/pattern of their conduct or to reduce their level of anxiety/distress. This “quiet time” could be time in the playground, a quiet room, the Blue Room, or sitting in an office supervised by an alternative member of staff.

RECORDING OF INCIDENTS

Where a Restrictive Physical Intervention has been used, a record of the incident will be kept. All incidents should be recorded on the appropriate form and a record should be made in the school’s Incident Book. This is a hard-backed book, with numbered pages, retained by the School Manager on behalf of the Headteacher. The forms for recording incidents are all available in the Administration Office. Please ask the School Manager for advice and support when filling these in for the first time. Appropriate documentation (RPI record) will be completed as soon as possible after the incident, normally prior to staff going off duty, but certainly within 24 hours, and be signed by all staff involved and the Headteacher.

There are also standard forms for recording less serious incidents. These are available in the Administration Office. After the review of the incident, a copy of the details will be placed on the student’s file as part of their school record. These files are held and monitored by the Headteacher.

REPORTING INCIDENTS

All serious incidents will be reported to parents/carers. This may be by telephone or in the home/school book by the class teacher – depending on the nature of the incident and the procedure agreed with parents/carers when their son/daughter’s Positive Handling Plan is devised/reviewed.

Whilst the physical interventions are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or intervene. Team Teach techniques seek to avoid injury to the student and staff, but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe. Any such injury will be reported using the HS1 form and/or a body map if necessary. Any injuries to students as a result of incidents involving restraint will be reported in line with locally agreed LADO procedures.

MONITORING INCIDENTS

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

Monitoring of incidents will take place on a regular basis (usually weekly at the SLT meeting) and the results used to inform planning to meet individual student and school needs.

POSITIVE LISTENING, LEARNING (PLL) AND SUPPORT FOLLOWING INCIDENTS

Physical interventions are not used in isolation and the school is committed to ensuring that as a result of incidents, learning opportunities are created for students that allow them to 'own' and take responsibility for their conduct at a level appropriate to their stage of development.

In addition, PLL procedures are in place to ensure that appropriate support is provided and recorded for staff and students and that following an incident, student/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Students 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 students with Autistic Spectrum Disorder.

PLL time with a member of staff is used to "discuss" the incident, using a symbol debrief sheet or other alternative or augmentative forms of communication (AAC). Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Where staff have been involved in an incident involving a Restrictive Physical Intervention, they should have access to a debrief and counseling if needed. Within the school, this will be made available/supported through the Headteacher or Deputy Head.

The Headteacher will ensure that each incident is reviewed and investigate further as required. If further action is required in relation to a member of staff or a student, this will be pursued through the appropriate procedure(s):

- Review of Positive Handling Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Care)
- Staff of Student Disciplinary Procedure
- School Conduct Management Policy
- 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.

VISITS OUT OF SCHOOL

Our Equality Policy states that all students should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each student prior to each visit into the community. Due consideration should be given to the following:

- Is the student 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?

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 the Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out students’ 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 students.

STAFF TRAINING

Most school staff working directly with students receive the 12 hour Basic Course in Team Teach, as the school is considered to be a medium risk setting. This is in line with LA guidance and Team Teach policy. This level of training is required for most staff, as they are expected to be able to actively support each other, and students, if an incident occurs and a physical intervention is needed to keep themselves and/or others safe.

An abridged 6 hour course is also received by some staff as a refresher, but these staff should not be involved in RPI.

AUTHORISED STAFF

All teachers and support staff that the Headteacher has authorised to have control or charge of students, automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance ‘The Use of Force to Control and Restrain Pupils’ 2010.

Supply staff must ensure that they are familiar with this school’s policy. Appropriate guidance will be given if they have not undertaken Team Teach training.

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

*All members of staff are reminded that all students who present with challenging conduct will have a Positive Handling Plan, which should be strictly adhered to. These plans are reviewed regularly and staff are encouraged to make a contribution to the plans. A student’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 **MUST** discuss this with the Deputy Head **BEFORE** making any adjustments to it.*

STAFF FROM SUPPORT SERVICES WORKING WITHIN THE SCHOOL

Support services may have their own policies for Conduct Support of students. When working within Lancaster School, it is the Headteacher's responsibility to ensure that colleagues from support services are aware of school policy and practice and comply with this.

COMPLAINTS

The availability of a clear policy about the use of reasonable force and early involvement of parents/carers should reduce the likelihood of complaints, but may not eliminate them.

Where the nature of any complaint made by a student, parent/carer 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 (LADO) 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 students includes the requirement to report any such matters which cause them concern in relation to student management and welfare. Any such concerns, (short of immediate Child Protection concerns, which should, of course, be passed to the DSP), should be raised with the Headteacher or Deputy Head in the first instance or the Chair of Governors if it relates to the Headteacher, in order to allow concerns to be addressed and practice improved.

REFERENCE DOCUMENTS

DCSF, The Use of Force to Control or Restrain Pupils – supersedes Circular 10/98 – <http://www.teachernet.gov.uk/doc/12187/ACFD89B.pdf>

The Violent Crime Reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 – www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity

The Education and Inspections Act 2006 – Section 93 replaces section 550A of the Education Act 1996 – <http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, Joint Guidance DfES and DoH, 2003 – www.teachernet.gov.uk/wholeschool/sen/piguide

Risk Assessment Pro Forma – <http://www.teachernet.gov.uk/docbank/index.cfm?id=5334>

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Conduct in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 – www.teachernet.gov.uk/wholeschool/sen/piguide

The Children's Act 1989

http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm

Physical Interventions: A Policy Framework, John Harris, et al, BILD, 2002

Review details for Behaviour and Conduct Management Procedure

Last Review date	Spring 2018
Next Review date	Spring 2019