

CARE & CONTROL POLICY

Introduction

Issues of relationships, authority and boundaries, care and control are particularly significant for all the children and young people we care for. It is through attention to the details of relationally rich care that children are offered an opportunity for growth and development.

The policy supports the school aims and values that 'Every Pupil Achieves' their fullest potential and develop an understanding of and respect for himself/herself and others.

We have high aspirations of each child or young person learning to develop inter-personal skills such as empathy, respect, co-operation and tolerance. An emphasis is placed on consistent support for each child or young person to develop into effective, contributing and productive members of society.

It also supports the aims of 'TEAM-TEACH/CALM'. These are:

- To promote effective, safe verbal, non-verbal, positive and protective techniques, within a whole setting holistic response to behaviour management.
- To develop acceptable and appropriate responses to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and provides safety for all.

Thus the school will always seek to promote positive attitudes and relationships between the school staff and pupils, their parents/carers and other link professionals. The ethos and values of the school, like TEAM-TEACH/CALM, emphasise the use of a wide range of gradual and graded responses to be used to reduce the probability of challenging behaviour escalating towards violence. Thus preventative measures are accentuated and centred on, diffusion and de-escalation, which make up more than 95% of our responses. Where physical intervention does prove necessary this is not the conclusion of the matter.

Rather it leads to a process of repair, reflection and review to ensure all involved learn from these situations and reduce the probability of similar incidents re-occurring.

Rationale

The pupils attending Eden Park Academy have a history of severe emotional and behavioural difficulties and often have a statement of special educational needs/Educational Health Care Plan which notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arise out of difficult life experiences or be the result of some medical condition. Some pupils have a long history of disturbed, difficult or delinquent

behaviour of a serious kind that may include violence towards peers and/or staff. We believe that children and young people who have experienced trauma, rejection and abuse need well-ordered, safe and emotionally containing environments in order to be able to make good progress. Many children and young people in residential care have experienced stigma, exclusion and isolation. This background is often directly related to their ongoing challenging and disruptive behaviour. Therefore, the school acknowledges that our pupils may from time to time exhibit challenging behaviours that vary both in intensity and duration. In developing appropriate behaviour in our pupils the school promotes the use of a range of techniques.

It also acknowledges that some pupils' behaviour may be so severe as to require the use of reasonable force (see Section 550A of the Education Act 1996 and Section 93 of the 2006 Education and Inspections Act (April 1st 2007)) and to ensure both his/hers and others' physical well-being. It is crucial to the successful management of these behaviours that staff work closely with parents/carers, other stakeholders and the pupils themselves to ensure that a consistent approach to behaviour management is implemented which actively develops each pupil's sense of self-discipline and an acceptance of responsibility for their own behaviour and actions.

TEAM-TEACH/CALM is a structured, non-violent staff development programme that promotes techniques that are effective in supporting anger & aggression management, utilising de-escalation strategies, therapeutic awareness and positive handling strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate change.

Aim

The aim of the policy is to ensure a consistent approach to supporting pupils in modifying their own behaviour.

Objectives

The objectives of the policy are to:

- promote a shared understanding of what constitutes good practice in responding to behaviour difficulties,
- promote the highest possible standard of pupil behaviour,
- ensure staff use consistent approaches which encourage pupils to develop their ability to manage their own behaviour,
- ensure that reinforcement of appropriate behaviour supports learning,
- provide a clear overview of the school's approach to the positive handling of pupils.

Philosophy

Much of the language surrounding this field is negative in its connotations. It is important to emphasise that managing aggressive behaviours is only one side of the coin. Physical contact also has a positive side: comforting children, shaking hands, etc. Care and control implicitly acknowledges that good relationships are at the core of managing all behaviour strategies. Children like to make contact with adults for all kinds of reasons (a 'respect' fist bump or 'high five' for example). Contingent touch has to be managed in order to make sure that it is done appropriately and leaves neither party vulnerable to allegations of abuse. Planned handling can be viewed as positive, because it is committed to keeping students and adults safe and included in all settings. Therefore, in seeking to achieve these objectives the school recognises the importance of a commitment to promoting the spiritual, cultural, moral, academic, social and emotional development of the pupils and to supporting the Quality Standards 2015 agenda of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being in an atmosphere of mutual trust and respect.

The philosophy and ethos the school reflects respect for all pupils irrespective of their age sex, religion, ethnicity, disability or sexual orientation as (laid out in Equality Act (2010)) and includes a clear set of values that are seen as important both within the school and the wider community. These include respect for people both inside and outside the setting, for property and for honesty, trust and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential.

However, if they or other pupils impinge upon this process they need to be made aware that consequences will ensue. Within such an environment the school aims to ensure the growth of each pupil's self-respect and self-discipline. Conversely it is also important to recognise and rewards thoughtful and acceptable behaviour. Rewards and consequences are part of the mechanisms for care and control within the context of thoughtful consistent relationships.

It is crucial to the maintenance of this ethos that the staff recognise the importance of their leadership role and present positive models to pupils. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a child. Rather they should set clear, appropriate and attainable goals for which pupils can be rewarded when they are achieved. Pupils should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They should be assisted to show tolerance, empathy and understanding and to demonstrate, through their daily actions, a clear understanding of what is right and wrong.

In all of the above, teaching staff must look to parents/carers/managers for support and encourage regular dialogue to ensure consistent approaches and management methods are employed for the benefit of the pupil.

Implementation

Successful implementation of the policy requires that pupils should be provided with a consistent approach to their needs in an orderly environment. To this end:

- Each period of tuition should commence and end on time; be delivered in a suitable learning environment for the pupil and; have due regard to differentiated instruction.
- Pupils should receive a balanced curriculum that meets their individual needs with the required/legal time of 25 hrs per week.
- Lessons are to be well-planned with suitably differentiated materials and approaches used where appropriate.
- Tasks set should be clearly explained with outcomes positively stated and should relate to any specific learning targets contained in the pupil's individual education plan.
- Staff should listen to pupils and respond accordingly.
- External interruptions should be kept to a minimum and with all necessary materials for the delivery of each lesson being readily accessible to pupils.

All pupils should agree to the school's educational and behavioural philosophy before admission. However, not all pupils' intrinsic motivation and state of acceptance will be the same and individuals may bring distraction and disturbing concerns to the working environment on occasions. It is, therefore, necessary for such pupils to be helped to learn to value being taught in their teaching group and be concerned at any absence from class.

This will require support from the teacher and care staff who should use a staged response to incidents as part of their Positive Handling Plan (PHP) which will be put together with Home Managers and Senior Staff.

However, on occasions, pupils and staff may find it advantageous to seek to resolve a problem outside the classroom. Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff, who will offer opportunities for pupils to spend time outside the learning environment and talk through their issues and/or concerns.

Staff should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a CALM and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. The positive handling of pupils should only be used in extreme situations. (See 'Positive Handling of Pupils' below)

Approaches to behaviour management:

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour.

Behaviour improves best where there is a shared agreement between pupils, parents/carers, the Local Authority and, where appropriate, the relevant Children's Services department, and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development. This process begins at the referral stage and includes an assessment of the pupil's likelihood of requiring physical intervention.

Where pupils do not respond to the general ethos of the school it will be necessary to develop an Individual Behaviour Improvement Plan (IBIP) for that pupil. This will focus on the specific behaviours causing concern and the methods used to ameliorate them. It may be that a risk assessment carried out either before or after the pupil arrives at the school, based on available information, or one based on an assessment carried out during the pupil's first few weeks at school reveals the potential for violent behaviour. In this case it may be deemed that the pupil is identified as demonstrating a high risk of requiring physical intervention by staff. In these cases, the pupil will have an individualised Positive Handling Plan (PHP) (This can be found in Personal File of each young person)

This plan will include:

- typical behaviours which may lead to confrontation
- potential flash points where challenging behaviour may occur
- adults to whom behaviour is most likely to be exhibited towards
- pupils to whom behaviour is most likely to be exhibited towards
- proactive intervention strategies
- de-escalation strategies
- reactive interventions strategies
- evaluation of reduction in risk
- Positive Handling Plan acknowledgement
- staff acknowledgement
- Staff Risk Reduction Plan
- summary and dates of restrictive physical interventions:

The RPI will normally be reviewed:

- following further restrictive physical interventions within the first six weeks of the first occurrence.
- Following any serious incident
- Half-termly.

There may be occasions when specific behaviour problems continue on a regular basis despite the school's efforts. If it is then identified by senior staff in the school that this continuation of behaviour is causing a significant risk in relation to an individual pupil then an emergency meeting will be organised. It may be appropriate to impose a fixed term exclusion on the pupil at this point and to invite the Local Authority, parents/carers and the school's own consultants to assist in addressing the pupil's difficulties.

Criteria for the exclusion of pupils from school:

Only the Head Teacher or, in his/her absence, the Deputy Head can exclude a pupil from school for a fixed term period. No pupil is to be permanently excluded without the express agreement of the Head of Education.

Pupils may be excluded for a fixed term period of up to five days as a consequence of:

- deliberate physical assault on another pupil
- deliberate physical assault of a member of staff
- persistent refusal to comply with the school's behaviour system
- excessive damage to property
- dealing illegal substances in school or in school transport
- extreme racial/sexual abuse
- extreme bullying
- extreme threatening behaviour and/or verbal abuse towards staff or other pupils
- persistent endangerment of safety to self and others

The exact length of period of exclusion will depend upon the severity of the incident/s. The final responsibility for determining the period of fixed term exclusion rests with the Head Teacher.

Further incidences of the above may lead to a further fixed term exclusion of up to fifteen days.

Persistently repeated offences or significant accumulation of repeated offences may lead to a permanent exclusion.

In all cases the school will discuss the issues surrounding the exclusion with Managers/parents/carers and other relevant agencies and where necessary will

arrange meetings to discuss these issues and what action is necessary to address them.

The use of rewards and consequences:

As stated above, the school's systems for behaviour management relate to the overall school philosophy and therefore are based upon an individualistic approach. This is a complex goal to achieve. However, this system is central to each individual pupil's success and achievements in his/her personal, social, emotional and academic development.

Rewards and consequences should be used in a sequential and graded manner. Rewards should be used to increase motivation, the desire to succeed and to build self-esteem through the recognition of such things as the achievement of high standards of work, good behaviour and attendance. The reason for and the nature of the rewards should be clear to both staff and pupils and should be awarded as soon after the event as possible. Rewards for thoughtful and acceptable behaviour are most often in the form of praise and encouragement within individual conversations and the group forums (school council, tutorial etc). Contribution to and participation in the group is noticed and encouraged. Small achievements are praised and noticed in the context of pupil's own individual difficulties, struggles and efforts rather than always relative to each other.

Appropriate rewards (depending on age of pupil) include:

- public and/or private praise and recognition of achievement, effort and appropriate behaviours
- written praise on work
- postcard home
- sticker from teacher
- inclusion on school reward trips
- certificate
- phone call home by Deputy/Head Teacher
- choice of activity at break times
- assist teacher/ outside normal class environment
- gain a commendation for outstanding work
- gain a merit for consistently good behaviour
- gain a reward for achieving a specific target
- gain an end of term trip or event for consistently good behaviour, attendance or academic progress.
- gain a reward such as pens, magazines, comics, etc.
- gain a prize termly for academic progress
- weekly/monthly behaviour incentive in the form of a voucher

The reward system is based on A.B.L.E (Attitude, Behaviour, Language, Effort) with points awarded during each session for a good approach to the above. Therefore,

many aspects of a student's exertions are noted and rewarded they are not always interdependent. For example, a pupil could have a good overall session putting in good effort, have a good attitude to learning, their behaviour is good overall but they continue to use inappropriate language. The student would then be awarded 3 ABLE points for that session.

Consequences are used as a part of establishing positive relationships with children and young people and helping to maintain boundaries and control. A successful system of consequences relies upon the pupils being aware of what constitutes appropriate behaviour, opportunities to address undesirable behaviours and the acceptance that the imposition of a consequence is a result of their actions. A classroom philosophy that aims to encourage and stimulate learning and behaviour should reduce the need for the use of consequences. The adult-pupil relationship is central to this process. In dealing with pupils, staff must ensure that they do not become over familiar as this may only serve to produce a negative response. In addition, staff should use simple and appropriate language that indicates to the pupil that a problem is arising and this could lead to a consequence.

Before a member of staff imposes a consequence s/he must take account of the pupil's current circumstances that may account for, if not, justify his/her actions. Any consequences used should be recorded appropriately.

They are used to engender the concepts of restitution and reparation; the notion that mistakes or wrong-doing can be repaired and things can be 'made better', including people who can be supported to make better choices. They may not be excessive or unreasonable.

There are occasions when a child's or a young person's behaviour or attitude may challenge our agreed standards for good behaviour. Consequences:

- Reflect the seriousness of an individual offence;
- Are applied as soon as possible after an incident;
- Are applied in a fair and consistent manner.

Consequences should not be:

- Applied to a whole group of children or young people when the individual(s) responsible has(/have) not been identified;
- Used to degrade a child or young person;
- Used to cause a child or young person public or private humiliation;
- Restrict liberty.

Appropriate consequences would include:

- gentle reminder of appropriate behaviour
- gentle rebuke
- formal reminder in class
- formal warning in class
- making a verbal or written apology
- withdrawal from class/group environment
- loss of break
- phone call home from senior member of staff
- home visit by a member of staff
- being educated at home for a fixed term
- fixed term or permanent exclusion (normally after all other channels have been exhausted)

Pupils should be aided in addressing undesirable behaviours through the use of specific targets. These are agreed by negotiation with staff and students in the form of a behaviour contract which is displayed on the classroom walls. Targets may cover such things as:

- behaviour in specific lessons
- behaviour during transport
- attendance
- behaviour at meal times
- behaviour at break times
- behaviour in all lessons
- adherence to an appropriate dress code

The positive handling of pupils

The school ensures that all feeder LAs and Children's Services, parents/carers and potential pupils have access to the school's policy on the positive handling of pupils.

Reasonable restrictive physical intervention is used only to prevent likely injury to the child or young person concerned, to others or to prevent serious damage to property. It is never used as a punishment, consequence, or to force compliance.

In future this will be discussed with managers/parents/carers and potential pupils at interview where the reasons for and the methods used to physically manage behaviour should be explained. This should ensure that all concerned have a clear understanding of the school's approaches and should the positive handling of a pupil be required then the method used should not come as a shock to him/her.

The school recognises that despite the philosophy and ethos, and the expertise and experience of the staff, a pupil may on occasions be unable to control his/her own actions to such an extent that his/her behaviour meets the agreed criteria for the set procedures for restrictive physical intervention to be implemented.

The use of physical intervention must take account of the pupil's own best interests, sensitivities and sensibilities; his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Physical intervention, including withdrawal, should never be used as a punishment and must only be used in line with agreed criteria and procedures. See appendix 1

Inspection Act 2006 as, the application by an authorised member of staff to use reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:

- committing an offence;
- causing personal injury to themselves or others, or the likelihood of such an occurrence;
- significant damage to property, or the likelihood of such an occurrence;
- engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may distress, anger or disrupt their peers.

“Withdrawal” involves removing a young person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to return to their usual activities.

“Restraint” or “Restrictive Physical Intervention” involves the positive application of force in order to overpower the client. The school interprets this to be, the positive application of force (by care and or education staff) to prevent a child from acting in a particular way against their will or to make them do something they do not wish to do.

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it i.e. that it is both necessary and in the best interest of the child. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be reasonable and the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, dynamic risk assessments will be undertaken to ensure their own safety and that of all the pupils for whom they are responsible.

Only those members of staff who have been trained in the use of agreed techniques, i.e. ‘TEAM-TEACH’ or “CALM”, should, carry out the positive handling of pupils but the school acknowledges that everyone has a right to feel safe and as a result, in emergency situations, teaching staff who have not received the appropriate training may use reasonable responses to protect themselves from harm.

The school ensures that care staff has access to qualified trainers and that regular training sessions are provided with the support of other qualified trainers. In addition, any technique used should be in line with information contained in the pupils' Positive Handling Plan.

Note:

All care staff who work for the company should receive an initial training programme during induction. Further training, usually within 6 – 8 weeks of appointment, means all care and education staff will normally hold a 12-hour training certificate (annual refreshers are expected).

The school maintains a register of staff who have completed the TEAM TEACH/CALM on their Management Information System, which will require Home Managers to send details of care staff training and dates of refresher courses.

Eden Park Academy aims to

- build and maintaining good relationships
- manage good behaviour through the interpretation of verbal and nonverbal cues, and conflict management techniques, de-escalation and the use of physical intervention.
- Before using physical interventions, the following key points should be considered in relation to any given situation:
- It is essential that the use of physical intervention is seen as a last resort. (Every effort must be made to look for effective ways of working with pupils that do not involve using them. Pupils' Positive Handling Plans should set out clearly strategies which should be followed)

The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions - for example to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so, for their own safety;

- In the overwhelming majority of cases, teaching staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so;
- It is not acceptable or justifiable to use force to obtain compliance because other strategies will not work or the issue is not serious enough to warrant it. Care staff are used as a method of Risk Management, not Behaviour Management.
- Whilst the use of physical intervention is generally deemed to be the last resort there are circumstances where this will not apply. Records of incidents involving pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous

or exceptionally disruptive. In these circumstances, it could be reasonable to exercise a mild degree of physical intervention at a relatively early stage (to remove the pupil from the room and allow time for them to regain composure)

To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies of the pupils concerned. Such use of force may include staff physically preventing a young child from running out onto a busy road. All incidents of physical intervention are recorded and monitored rigorously. The school keeps detailed, contemporaneous, written reports of all incidents where any form of positive handling is used. Where incidents occur that result in a pupil having a restrictive hold being applied, on the same day of the incident or where this is not possible as soon possible after the event, the pupil will be seen by a member of the staff team, a detailed report is submitted by the key members of staff involved in the incident and the managers/parents/carers are informed of the incident.

Thereafter, a post incident review is undertaken to support the pupil, the staff involved, rebuild relationships and ensure that lessons are learnt from the incident. Incidents will be reported on a RPI form at level 1 but in cases where the pupil have sustained an injury, there have been a complaint/allegation or the pupil has been positively handled on the ground a RPI form at level 2 and the placing Local Authority will receive notification by email, phone or letter.

Concluding comments

All systems of positive handling are seen as a last resort by all staff at our school. After every RPI incident, the parents/carers, the Local Authority and appropriate Children's Services departments will receive notification of that incident in writing/email within 5 days. If there are repeated or regular occurrences of behaviour, which requires staff members to physically manage pupils, then an urgent meeting will be convened with interested parties.

Incidents involving the use of force can cause the managers/parents/carers of the pupil involved great concern. The managers/parents/carers will always be informed of an incident involving their child, and they will be given an opportunity to discuss it. The Deputy/Head Teacher, will need to consider whether that should be done straight away or at the end of the school day, and whether parents/carers should be told orally or in writing.

It should also be noted that it is accepted that sometimes an incident can escalate to a high level very rapidly and with little or no warning. In these instances, staff may have to take emergency action whilst trying to use TEAM-TEACH/CALM methods to intervene safely.

Although all techniques used seek to avoid injury to the pupil there is some potential for possible bruising or scratching to occur accidentally. These are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of ensuring that the pupil remains safe. Such marks will be recorded, reported to managers/parents/carers and investigated.

It is important for all parties to realise their responsibility in that they must support not only the needs of each individual but also the needs of all the school in its approach to the education, care and development of all pupils at our school.

NOTE:

IF AT ANY TIME A PUPIL IS HELD ON THE GROUND, SUSTAINS AN INJURY OR COMPLAINS ABOUT THE USE OF UNREASONABLE FORCE, THE SCHOOL SAFEGUARDING AND COMPLAINTS PROCEDURES WILL BE FOLLOWED.

Positive Handling of Pupils

The school accepts that despite our philosophy, ethos and experience, pupils may on occasion be unable to responsibly control their own actions. All parties must agree that, for the pupils' own welfare, there is the need for Positive handling in some circumstances and set procedures; relating to this that must be followed. Presented below are the procedures adopted by our school, which include:

Stage 1. De-escalation and Avoidance tactics.

Stage 2. When positive handling may be required,

Stage 3. Agreed methods of positive handling.

Stage 4. Recording a positive handling incident.

Stage 5. Systems for further action.

Stage 1. Avoidance Tactics.

The positive handling of a pupil is not desirable and should be avoided whenever possible. Aspects of effective de-escalation and avoidance tactics include:

- Staff recognising the signs displayed by individuals prior to a difficult situation occurring
- The use of extensive and varied de-escalation techniques, such as change of staff or environment and distraction
- The use of a variety of responses by staff in order to defuse a situation or reduce the risk of a situation escalating
- The use of the information gathered at the referral, the interview and at the home visit in the form of a Pupil Summary Report to ensure all staff are aware of each individual pupil's potential difficulties.

Stage 2. When positive handling may be required.

Positive handling will be used in the following circumstances and, normally, only when all other practical options have been exhausted. It is important that staff attempt all possible methods outlined in Stage 1 before proceeding to Stage 2.

Positive handling may be required when pupils are involved in: -

- committing an offence;
- causing personal injury to themselves or others, or the likelihood of such an occurrence;
- significant damage to property, or the likelihood of such an occurrence;
- engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may cause distress in Eden Park Academy eg, anger or disrupt their peers.

Stage 3. Agreed Methods of Positive Handling.

Where possible the positive handling of pupils is always avoided, however if pupils who are identified in Stage 2 of this procedure refuse to respond to verbal requests then all staff will use the graded and gradual approach to physical intervention as set out by TEAM-TEACH/CALM and in which all care and education staff are trained.

When using restraint/intervention there are six basic principles;

- the safety of the child and staff member is of paramount importance,
- the minimum of physical force is used,
- the purpose of the interaction is to limit the harm the pupil can do to himself/ herself or others,
- the positive handling is employed to contain the situation until the pupils' self-control is regained,
- the staff must retain control in a positive handling situation,
- the security and safety of all children in the school is of paramount importance.

The following is an example of a typical basic sequential format. It is unlikely that once the positive handling of a pupil becomes unavoidable that this sequence will be adequate for all situations and therefore must be looked upon as a general indication as to what methods are acceptable.

Note: In exceptional circumstances, where:

- the intensity and duration of a pupil's behaviour is deemed excessive, and/or there is a clear health and safety risk to staff and/or other pupils, and/or a criminal offence has been, or is likely to be, committed, the police may be called to deal with the incident.

Option 1.

Where possible do not actually physically hold the pupil. Try the following techniques:

- if the pupil is sitting then hold the arm of the chair and stand close to the pupil,
- allow the pupil to stay in a corner of a room in his/her own space, or in a withdrawal room, put yourself between the pupil and the exit.

Option 2.

To be used in conjunction with option 1 but to be moved on to if staff feel it is necessary to hold the pupil. This should initially only be a minimum token of physical control, for example gently guiding a child using 'friendly hold' or 'Caring Cs'. From this point as soon as possible revert to option 1. (These actions must be recorded in the agreed manner).

Option 3.

From this point the situation must be fully recorded on a RPI form at the appropriate level This is when more obvious control of the pupil is required, for example the use of two-person response eg. 'Team-Teach two-person single elbow in a standing position', or equivalent CALM restraint.

Alternatively, when responding with smaller pupils it is often more appropriate to hold the upper body and arms as in the 'Team-Teach wrap' technique. Care needs to be taken to ensure the child does not kick or head butt.

The approaches learned from restraint training should be followed at all times.

Negotiation.

During any of these options staff should continually talk to the pupil, explaining what is happening and why, while always providing an option of a way out of the situation. If a pupil is unwilling to negotiate with a member of staff then a different member of staff should negotiate with the pupil. Replacement staff should also take over if/when the presence of an individual member of staff is thought inflammatory.

Pupils will return to programmes as soon as the member of care staff controlling the situation is satisfied that they could do so successfully. This decision will be made as part of a process of negotiation and will relate to the pupils' verbal and non-verbal responses. An appropriate return to programme will be agreed.

Stage 4.

All positive handling situations will be recorded, as appropriate, in:

- Restrictive Physical Intervention Log Book
- Physical Intervention Form

- The Serious Incident Log (CA2)

Stage 5

Serious Incident Log and Consequences Log

The Serious Incident Log holds details of all physical interventions, injuries to pupils, abscondings, serious incidents, and any other events considered appropriate by Deputy/Head Teacher.

The Consequences Log holds details of all loss of breaks and other consequences including restorative consequences, and is reviewed at regular meetings between the Deputy/Head and the Behaviour Support Lead, where issues and concerns are raised and discussed.

The monitoring of physical interventions

All physical interventions at any level are recorded in the Restrictive Physical Intervention Log, including the allocation location of RPI and the dates by which they are completed by those staff involved in the physical intervention. The Restrictive Physical Intervention Log is available to the Deputy/Head Teacher at any time, who review it on a daily basis.

The information recorded in the log allows incidents relating to specific pupils to be tracked. This data can then be used to review approaches to the management of particular pupil's behaviour and new Positive Handling Plans to be developed.

The positive handling log is stored on the school's server. It is the responsibility of the Deputy/Head Teacher to review all records and to raise any issues with the appropriate person i.e.

- pupil
- member of staff
- Managers
- Safeguarding Officer
- Parent/carer/manager

The Head Teacher may decide to raise such issues with:

- Local Authority representatives
- Social Care representatives or
- Any other agency involved.



Eden Park Academy
Every Pupil Achieves

A daily management team meeting is held, during which any incident of physical management may be discussed. Termly Class Conferences are also held for each teaching group, where ongoing concerns can be addressed. The Deputy/Head Teacher should meet with Area Managers regularly to review the Restrictive Physical Intervention Log and take any necessary action.

Review date

Sept 2017