



**Craig Y Parc
Positive Behaviour &
Restricted Physical Intervention Policy**

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Version	V1.1
Target Audience	All staff
Review Frequency	Annually
Previous reviewed	September 2022
Next Review Process	September 2024

Our Vision, Mission and Values



Vision

To give children and young people with additional learning needs every opportunity to pursue their fullest potential, by providing a specialised service through a holistic integrated approach.'



Mission

'To provide a safe, caring and stimulating environment for all pupils, challenging them to achieve their maximum potential through equal access to an appropriate and relevant curriculum.'



Values

Belonging

We are a community with a shared purpose, everyone is accepted, everyone matters.

Commitment

every day we strive to make a positive difference for the children, young people and their families.

Ambition

we have high expectations; we will never settle for 'OK'

Positive Behaviour

Introduction

On occasions, some young people at Craig y Parc will, through the nature of their needs and difficulties, display some type of challenging behaviour.

This behaviour can be translated as an individual's response to their environment, an experience, an unmet request, or inability to communicate their wants and needs effectively.

Aims of this policy

- To promote a culture of Positive Behaviour Support throughout Craig y Parc School.
- To provide a safe and protective environment.
- To enable all young people to develop to their full potential.
- To ensure children and young people's rights and dignity are considered.
- To provide appropriate training and guidance for all staff within Craig y Parc, to ensure that they have the skills to be able to respond appropriately to any challenging behaviour.
- To promote a culture of skills development based on dignity and respect.
- To promote a culture of social inclusion and respect for diversity.
- To ensure that young people are confident of their rights to be treated fairly.
- To acknowledge that maintaining standards of good behaviour are a shared responsibility.
- To ensure a collaborative approach to behaviour management involving young people, staff, parents/carers and other agencies e.g., CAMHS etc.

Our approach

Craig y Parc is committed to promoting Positive Behavior Support (PBS). PBS is a *"values- led approach to achieving behavioral change"*. It focuses on:

- Person Centered Planning (PCP).
- Comprehensive functional assessment – why, when, and how behaviours occur.
- Emphasis on preventative strategies.
- Altering triggers and consequences.
- Skilled teaching.
- Involvement of all stakeholders.
- Individualised intensive support.
- Specific risk management.
- In-depth functional assessment.
- Comprehensive Behaviour Support Plans and Multi Disciplinary Meetings (MDT)
- Detailed incident analysis.
- Specific staff training.
- In-depth Individual therapy input.

Key Principles

- The best interest of the pupil is paramount when considering any strategies used.
- Inappropriate or challenging behaviour is seen as a form of communicating something. Staff will look at the function of any inappropriate behaviours and try to teach the pupil a better way to communicate their feelings, rather than using inappropriate behaviours.
- Strategies should endeavour to take the heat out of a situation and are based on the principle of de-escalation.
- No aversive techniques will be used as strategies e.g., staff mimicking of the challenging behaviour. Pupils learn from example and modelling appropriate behaviours, not by ridicule.
- Reading the warning signs, anticipating an escalation in behaviour and implementing redirection strategies are one of the best ways of avoiding major incident. Knowing the pupil and the possible triggers is vitally important. This information should be shared with everyone involved with the pupils.
- During an aggressive outburst towards staff, it is acceptable to block a blow, duck, step away, guide a limb away to avoid being hit, bitten, or having their hair pulled.
- Physical restraint or restrictive physical intervention (RPI) is only acceptable when it is either an incident of immediate danger or when there is a planned physical intervention strategy in place for the pupil. Only trained PRICE staff will be involved in RPI unless in the case of an emergency.
- Pupils can be physically prompted and the use of positive touch including deep pressure, massage or linking arms is acceptable as a behaviour strategy.
- Staff should not use a strap on a chair or buggy unless it is to maintain posture as recommended by the physiotherapist or occupational therapists.
- Pupils who are at risk of absconding will have been identified and known to all staff at school. Guidance of specific strategies for individual pupils will have been shared with involved staff along with being documented in their individual behaviour plan.
- The overall approach is based around positive reinforcement of behaviours that are socially acceptable and beneficial to the learner's quality of life.

Promoting Positive Behavior

- Each class has a set of agreed classroom expectations, and where appropriate, young people are helped to draw up their own contract of learning and behaviour.
- Each young person and their families / carers, and other involved supporters, will be encouraged to participate in the development of all positive behaviour support plans to support consistency and inclusion.
- Rules and codes of conduct are reinforced through assemblies, activities and social opportunities.
- Stickers, Certificates, Prizes etc... everyday recognition and rewards for participation and appropriate behaviour including pupil of the week presented in assembly.

Arrangements for planning

Pupils who have challenging behaviors will have a Positive Behaviour Support Plan (PBS devised by the class teacher, multi-disciplinary team, parents/carers and other professionals who know the pupils well enough to make a valid contribution to the plan.)

Strategies that are included in the PBS will be shared with all staff that work directly with the pupil and other professionals, as appropriate and agreed by parents / carers. Copies of the PBS and Positive Handling Plans (PHPs) are also kept on pupil's computer file system.

PBSPs will be reviewed when necessary but at least once per school year to ensure they remain relevant, and strategies are appropriate. For pupils with significantly challenging or complex behavior needs this may need to be more frequent and strategies may need to be amended or adapted as the pupil's needs change. When changes need to be made to the PBS's, class teachers are responsible for ensuring these are written into the PBS and that parents / carers are kept informed of changes. Amendments to PBSs will be highlighted to the relevant staff and copies of the amended PBS will be issued.

The PBS must be checked by the deputy headteacher before being discussed with parents / carers. Parents/carers will be involved in discussions with the class teacher and or member of the SLT regarding behavior strategies and rewards. PBSs are shared and agreed by parents / carers who are vital in supporting the class team in developing the strategies and rewards for positive behavior.

A review date is set for the PBS. This date will be dependent upon the pupil but will be at least reviewed on an annual basis in September by class teachers to ensure it remains appropriate and relevant.

Monitoring

Positive Behaviour Support Plans

The Positive Behaviour Support plan focuses on ways of preventing behaviours as well as agreeing in advance how they will be managed. It should be produced collaboratively with the young person where possible. It is written as a guide for all those supporting the young person to ensure the consistent delivery of appropriate interventions.

To provide a consistent approach, all staff working with a young person with challenging behaviour must be trained in PBS to give them the skills to support the young people in their positive behaviour support plan. A copy of the PBS plan should be kept in the young person's file.

The deputy headteacher will review the information and, if necessary, instigate any follow-up action. This may include sharing new relevant behaviors of concern with all staff at a morning briefing or asking the class teacher to review the PBSP considering the new / change of significant behaviors or a request for training.

All staff working with a pupil with challenging behavior must be fully informed of their PBS. The class team should discuss the PBS and any implication it may have on the class routine or specific activities. A copy of the PBS should be kept within both the class and office pupil files.

Behaviour Monitoring

Following any incident, it is important to try and understand what the young person was trying to communicate and what might have triggered it using the ABC format.

A-Antecedent – what happened before the incident.

B-Behaviour – what they did.

C-Consequence – What happened afterwards.

The information from the Behaviour Monitoring Chart will be extremely useful in identifying triggers and ways to prevent problems reoccurring. For example, incidents may occur at a time of day (is the young person hungry or tired) in a specific environment (are there sensory issues?) for a specific activity (is it too hard, too easy not relevant to them) with a specific individual (does that member of staff need training, do staff need to be rotated?).

Craig y Parc recognises that on some occasions even with support in place students will exhibit inappropriate behaviour. When this happens, it is important to stay calm, think before you act and stay safe. Following the incident, you will need to carry out a debrief with the immediate team.

Recording and reporting of incidents

Effective assessment of PBSPs to ensure they are appropriate and relevant to the individual are vital. Class teachers have the key responsibility for ensuring that PBS strategies are used consistently. The SLT can also support staff in assessing Positive Behaviour Support Plans, identifying any potential risks to staff or pupils and recording strategies. Dialogue between staff on strategies that are effective is very important.

Keeping a record of challenging behaviour and recording serious incidents is the responsibility of all staff that work with the pupil. The school has a serious incident form which records what happened during a specific behaviour incident on the electronic platform Nourish. When PBS information is required or when a pupil is displaying particularly challenging behaviour. Individual classes use other methods of recording e.g. tick chart, time observations, detailed daily monitoring etc.

Parents / carers will be kept fully informed of how the strategies are working within the PBS They will be invited to contribute to the behaviour plan; they will sign to say they agree with the plan and will be given a copy of the PBS. Parents will also be asked to contribute to the review of the PBS.

For a serious incident then there may be a need to be an urgent review meeting convened within 24 hours, or as soon as possible if it is the weekend or bank holiday. Reports are confidential and should be securely stored.

In some circumstances, an incident may result in the need to report under safeguarding and require regulatory notification. This will be facilitated by the relevant manager.

Sanctions

No sanction is ever used which would interfere with the basic human rights of an individual. Corporal punishment is never used, neither is any withdrawal of primary care or planned contact with family.

Craig y Parc does not believe that sanctions support young people to improve their behavior or stay safe. On occasions students may need to leave the class to calm down or not be able to join in an activity while upset. But in both circumstances, this is to support the young person and follow their behaviour plan.

Implementation of the policy

Craig y Parc School will support the implementation of this policy by:

- Ensuring that all employees are aware of their responsibility to set appropriate standards of behaviour, through induction, mentoring, on-going training and supervision.
- Ensuring all staff have the relevant and appropriate skills and qualifications.
- Delivering a curriculum which teaches young people using a variety of methods, to promote Craig y Parc's ethos and expectations. These are quality of life principles which include choice, individuality, dignity and respect, community presence, and participation.
- Undertaking a thorough Multi-Disciplinary Team (MDT) assessment process using recognised tools that will inform planning.
- Person centred planning for the varied individual needs of young people and the active involvement of young people in setting their own learning objectives in all aspects, including education, daily living skills, social skills and coping strategies.
- Ensuring that the policy is fully understood and consistently implemented throughout Craig y Parc.
- Effective communication and information sharing through morning handover meetings and weekly young person review meetings.
- Liaising with parents, via telephone, email, parent consultations, reports and other forms of communication.
- Liaising with the therapy team.
- Liaising with partners in Health, Social Services, Education and Regulators.

Positive Handling

Positive Handling (PH) Guidance

This policy is consistent with the schools' Safeguarding and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children. All staff read and sign this policy and parents/carers are made aware of its content when their child joins the school.

Duty of Care

All staff have a duty of care towards the students at Craig Y Parc. This duty of care applies as much to what staff do not do as to what is done. When children are in danger of hurting themselves or others, or of causing significant damage to property, staff have a responsibility to intervene. In most cases this involves an attempt to divert the child to another activity, or a simple instruction to "Stop!" However, if it is judged necessary, RPI may be used. The duty of care also extends beyond the boundaries of the school site. There may be situations where staff need to use RPI when they have control or charge of pupils off-site (e.g., on trips) or if a child is trying to leave the school site under circumstances judged to present an unacceptable risk to their wellbeing.

RPI is defined as follows:

RPI is when a member of staff uses force intentionally to restrict a child's movement against their will. All staff at Craig Y Parc aim to help children take responsibility for their own behaviour. This is achieved through a combination of approaches, which includes:

- positive role modelling
- teaching an interesting and challenging curriculum
- setting and enforcing appropriate boundaries and expectations
- providing supportive feedback

Principles for the use of Restricted Physical intervention

In the context of positive approaches: Physical intervention (PI) is not the school's preferred way of managing children's behaviour. Staff will only use RPI where the risks involved in using force are outweighed by the risks involved in not using force. RPI may be used only in the context of a well-established and well-implemented positive behaviour management framework, except for emergency situations.

Staff aim to do all they can to avoid using RPI. Staff will only use RPI where it is judged that there is no reasonably practicable, less intrusive alternative. However, there may be rare situations of such concern that staff feel the need to use RPI immediately. Staff may use RPI at the same time as using other approaches such as saying, "Stop!" and giving a warning of what might happen next. Safety is always a paramount concern and staff are not advised to use RPI if it is likely to put themselves at risk.

Reasonable force

When staff need to use a RPI, it will be used within the principle of reasonable, proportional and necessary. This means using an amount of force in proportion to the circumstances and risk of harm. Staff use as little force as is necessary to maintain safety and do so for as short a period as necessary.

When can RPI be used?

The main aim of PH is to maintain or restore safety. Staff acknowledge that there may be times when PH may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school. However, staff will be particularly careful to consider all other options available before using RPI to achieve either of these goals.

Who may use RPI?

If the use of RPI is appropriate, and is part of a positive behaviour management framework, a trained PRICE member of staff who knows the child well should be involved.

However, in an **emergency**, the following staff members are permitted to intervene and apply RPI techniques.

- any teacher who works at the school
- any other person whom the headteacher has authorised to have control or charge of pupils, including: (a) support staff whose job normally includes supervising pupils such as teaching assistants and learning support assistants (b) people to whom the headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff)

What type of RPI may be used?

Any use of RPI by staff should be consistent with the principle of reasonable force. Staff should not act in ways that might reasonably be expected to cause injury. Staff should follow PRICE principles and use graded holds or the core principles of PRICE.

-Staff numbers (minimum of 2 involved, where possible, dependent on prevailing circumstances)

- Minimum force and time and last resort (where possible)
- Techniques that allow for verbal communication and do not rely on pain or “locks” for control
- Staff safety and protection issues addressed. Planned responses and techniques should be written out and included in Positive Handling Plans.
- Following a restraint there should be both a support and reflective structure in place for both staff and pupils involved
- All incidents using restraint should be reported, recorded, monitored, and evaluated
- Seeking help – a professional expectation and strength “Help protocol” and “Help Script”
- Understanding of the value of enhanced communication skills and teamwork through the role of “critical friends” and involvement of key individuals and services
- Emphasis on caring, protecting, and promoting positive relationships. There may be situations where there is elevated risk for the pupil e.g., Positional Asphyxia, Pressure to the Neck, Prone Holds or Restraints, Supine holds or Restraints, Seated Holds, Standing Holds, or Extreme Exertion. Staff are aware of these and are continually observant for any danger signs.

Danger signs:

Struggling to breathe, complaining of being unable to breathe, evidence of feeling sick or vomiting, swelling or redness of the face and neck. In these cases, any RPI would be released or modified, and medical help called.

If a student displays extremely aggressive behaviour, then staff will risk assess the situation, move all other students from the vicinity, where possible remove objects which he/ she could hurt themselves with and withdraw from the space, whilst keeping close observation of the student.

Students who may be affected, have been identified and the agreed procedures have been written on to the student’s PBSP. Parents will be called and if necessary, the police will be informed. The staff members will follow the individual student’s RPI Plan to deescalate the situation. In addition to this, behaviour is addressed weekly in the SLT meeting. In an emergency, staff do their best, using reasonable force within their duty of care.

Use of regulation room

The use of our regulation room may be used as a short-term measure to defuse a situation and reduce or remove the need for reasonable force. If a pupil goes with a staff member to our regulation room to calm and regulate, the staff member must remain with the pupil throughout the whole period. When used for this purpose, the aim is for the pupil to gain self-control in a minimal handling way.

The primary use of our regulation room is where individual/paired/small group work takes place within a positive context. Our pupils choose to use this space and view it as an enjoyable place to both work and relax.

Recording and reporting

All behaviour incidents are recorded on an incident reporting form and in addition, more recently uploaded onto the newly developed electronic 'Nourish' system. Staff record any use of RPI via the same methods. Staff record the incidents as soon as possible and in any event within 24 hours of the incident.

Staff also inform parent by phone (or by letter or note home with the child if this is not possible).

Monitoring

Staff monitor the use of RPI in the school. Both the headteacher and deputy headteacher are responsible for reviewing incidents. The incident analysis considers equality issues such as age, gender, disability, culture, and religion in order to make sure that there is no potential discrimination. Staff also consider potential safeguarding issues and look for any trends in the use of RPI, across different staff members and different times of day or settings. The aim is to protect children, to avoid discrimination and to develop the ability to meet the needs of children without using RPI.

The use of RPI is distressing to all involved and can lead to concerns, allegations, or complaints of inappropriate or excessive use. If a child or parent/carer has a concern about the way RPI has been used, the school's complaints procedure explains how to take the matter further. A copy of the Complaints Procedure (full and/or summary version) is available from the school and on the school's website.

In particular a child might complain about the use of physical intervention in the heat of the moment but, on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of restrictive physical intervention was inappropriate. Staff are therefore careful to ensure that all children, where appropriate, have a chance to review the incident after they have calmed down. Where there is an allegation of assault or abusive behaviour, staff ensure that the headteacher is immediately informed. In the absence of the headteacher, in relation to RPI, staff ensure that the Headteacher and Deputy headteacher is informed.

Staff also follow the Safeguarding Procedures. There are procedures in place at each of these stages for any complaints/concerns to be addressed, by staff at the school, and the outcome made known to parents and carers. If parents/carers are not satisfied with the way that their concern/complaint has been handled, at school level, they have the right to take the matter further as set out in the complaint's procedure. If the concern, complaint, or allegation concerns the head teacher, the Divisional Director for Education at Salutem is informed.

Staff Training

We currently have annual training in PBS.

If needed, staff are also then trained in PRICE for physical intervention. This is renewed every 12 months.

References

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Version	Author	Designation	New or reason for revision	Date	Reviewed by
V1	Clair Spring	Headteacher	New policy in line with new regulations	September 2021	Clair Spring
V1.1	Clair Spring	Headteacher	Annual Review	September 2022	Clair Spring