



# **Challenging Behaviour and Physical Intervention Policy**

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## **1. School Expectations**

At Firwood High School we promote positive behaviour by creating an environment in which students are able to enjoy learning and participate in activities which support the development of the student's social, emotional and moral development. At Firwood High School we believe that the encouragement and reinforcement of good behaviour is a collective responsibility. All school staff have a responsibility to model high standards of behaviour, both in their dealings with the students and with each other. In order to ensure a caring and effective learning environment is created:

- Good relationships with all students will be established and maintained and be the primary way of encouraging positive behaviour and student progress.
- All students will be treated with dignity and respect at all times
- Good behaviour is rewarded
- Encouragement of independence and self-regulation is evident at all times
- Encouragement of self-awareness and an understanding of responsibility to others within the school community is fostered.
- Students, where possible, should be aware of the consequences of behaviour which is unacceptable to all and, where understanding is limited, an encouragement of self-awareness and self-regulation is developed.

Physical intervention should only be used as a last resort as part of a dynamic risk assessment or as part of an agreed Behaviour Management Plan for individual students.

Physical intervention that is excessive or is used as a form of punishment is unacceptable and will be dealt with under the staff disciplinary procedures.

## **2. Positive Behaviour Management**

Firwood High School has a positive approach to behaviour management and all staff:

- Read body language
- Read behaviour and assess the situation
- Intervene early
- Communicate "Talk and I will listen"
- Inform of desired behaviour (verbal, signs, symbols)
- Use appropriate humour
- Display CALM stance and body language
- Talk low, slow and quiet
- Offer reassurance – include positive physical prompts (contingent touch)
- Divert and distract by introducing another activity

## **3. Rewards**

This approach rewards students' efforts to build self-esteem by using physical gestures such as thumbs up or verbal praise within the class group. Other types of rewards can include:

- Students taking good work to a senior member of staff
- School certificates
- Class dojos
- Individual / class reward charts
- Stickers
- Star of the week
- Assignment of responsibility
- Postcards home

Parents and other professionals are involved, where appropriate, to help identify positive rewards that will be of particular significance to individual students.

#### **4. School rules/ Code of Conduct**

The school rules were produced by the student council and are shared with students across the school to promote positive behaviour. The school rules (Appendix 1) are;

- Good listening
- Kind words
- Good sharing
- Good sitting
- Kind hands and feet
- Good friends

#### **5. Safeguarding**

A student that is displaying what we may believe to be 'challenging behaviour' could have suffered from abuse or neglect. The behaviour that is being displayed could be 'distressed behaviour'. If we have serious concerns about a student's behaviour, we will follow our behaviour policy and will also consider whether an early help assessment or statutory assessment that goes beyond the student's educational needs is required (see guidance Working Together to Safeguard Children).

#### **6. Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Bullying is intentional, hurtful and repetitive.

Bullying behaviour can be demonstrated in different forms;

- Physical – pushing, poking, kicking, hitting, biting, pinching
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, coercion
- Sexual – unwanted sexual contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films
- This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.
- Racial/ Faith based – physical, verbal and emotional behaviours, that make the person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.
- Online – posting on social media, sharing photos, sending nasty texts messages, social exclusion
- Indirect – can include the exploitation of individuals.

We regard any form of bullying as extremely serious and take firm action against it. We promote the celebration of diversity and equal opportunities in all aspects of school life. We promote tolerance, understanding and acceptance as core values of our school and reported incidents of bullying are logged on CPOMs and dealt with by the Head and Pastoral Team. Please refer to the anti-bullying policy for further information.

## **7. Definition of Challenging Behaviour**

Firwood High School considers behaviour to be challenging if:

- The behaviour itself or its frequency, intensity or duration is inappropriate given a student's age and level of development.
- The behaviour presents a threat to the well-being of the young person themselves, other students or staff
- The behaviour constitutes a significant additional disability to the student by interfering with the learning of new skills and/or by restricting access to important learning opportunities for either themselves or others.
- The behaviour causes significant stress to the individual concerned and/or to those who live and work alongside the student, and impairs the quality of their lives to an unreasonable degree.
- The behaviour is contrary to social norms and would be considered to be socially unacceptable, offensive, destructive or disruptive.

## **8. Supporting Behaviour Management**

### **I. Behaviour process**

The behaviour process is a step-up/ step-down process to reflect students increases and decreases in the presentation of behaviours that challenge. This system is proactive in supporting students to develop regulation and communication skills to support their own behaviour management.

The process includes;

- No plan
- Strategy Plan
- Individual Behaviour Plan

### **II. Strategy Plans**

Where a student changes in behaviour our first step is to place them on an Individual Behaviour Strategy Plan which should be put in place by the class team and other relevant parties. If the behaviour continues a behaviour meeting should be organised and an Individual Behaviour Plan considered.

### **III. Behaviour Meetings**

Any member of staff can ask for a behaviour meeting to be convened to discuss key issues, by arrangement with the class teacher, Key Stage Lead and Head of Behaviour Management. This will be open to all key members of staff unless otherwise stated.

A member of the Senior Leadership Team will chair the meeting. Other Education, Health or Social Services professionals involved with the student may be invited to this meeting, or provided with a synopsis of the outcomes if unable to attend.

At the meeting the following issues will be discussed and agreed with parents and carers

1. Positive aspects of the student's character, his or her likes / dislikes
2. The specific behaviours that challenge
3. Early warning signs of behaviour
4. Strategies, including rewards, de-escalation, diffusion or distraction.
5. Physical handling issues and where appropriate, completion of the positive handling section of the plan
6. Who is the most appropriate person to share the outcomes of the meeting with staff and parents / carers and will ultimately be responsible for this.

## 7. Time scale for review.

All relevant staff will be kept informed of the agreed strategies through staff briefings and staff meetings.

Planning appropriate strategies, controlling the environment, setting appropriate expectations etc., should be the way we positively and pro-actively manage behaviour. The use of physical intervention should be avoided whenever possible.

### **IV. Individual Behaviour Plans**

A record will be kept by completing the "Individual Behaviour/ Positive Handling Plan" pro forma. The Positive Handling part of the plan is only completed where physical handling is appropriate. A risk assessment has been integrated into the form. A signed copy of the plan must be made available for parents to keep as soon as the plan has been agreed by all, staff and parents / carers. This typically happens within a week of the plan being written. (Appendix 2)

Parents and Carers will be involved at all stages of the creation and implementation of an Individual Behaviour Plan. Parents will be sent a copy of the Behaviour Plan for them to understand the difficulties faced by the school and the strategies that are being introduced to effectively manage the behaviour that challenges. Parents are able to ask any relevant questions and offer strategies that can have a positive outcome.

### **9. Use of Restrictive Physical Intervention**

The staff at Firwood High School understand that there may be situations where an unexpected response occurs that is likely to result in one of the following:

1. Injury to a person (self or other)
2. Serious damage to property (that can cause harm)
3. Serious breakdown in discipline

In these situations, it may be necessary to either use Restrictive Physical Intervention to prevent injury or serious damage to property or to clear a room of students and harmful equipment to enable the student to regulate their own behaviour. In this instance the student will be observed by members of staff and a senior leader will be requested to be present at the soonest possible time.

Any use of force must only be implemented by trained members of staff authorised to do so by the Head of School and must comply with the above Department for Education documents, this policy and the LA policy, behaviour support plans and any other relevant school policies.

#### **I. Authorised Staff**

Staff will only be authorised by the Headteacher if they have completed a course of training that has been:

- Approved by the Trustee Board
- Considered and supported by the Local Authority
- Considered and supported by Health and Social Services
- Approved by the Institute of Conflict Management (ICM)

The following training methods are currently acceptable: Team Teach

#### **II. Use of Reasonable Force.**

The decision to plan the use of reasonable force in the form of restrictive physical intervention, and subsequent risk assessment (I.B.P), must include reference to:

- The seriousness of the incident; i.e. is there likely to be injury to a person, serious damage to property or serious breakdown in discipline?
- Is there any other strategy that can be used? The relative risk of using restrictive physical intervention must also be compared with other possible strategies.
- The age, cultural background, gender, stature and medical history of the student concerned.
- The application of gradually increasing or decreasing levels of force in response to the person's behaviour, always encouraging the individual to take control of their own behaviour.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur occasionally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that student in school remains safe."

### **III. Use of Reasonable Force in Unforeseen and Emergency Situations (Dynamic Risk Assessment)**

Planned physical intervention is where an incident is foreseeable. Emergency intervention occurs where the incident cannot reasonably be anticipated. In this situation:

- Diversion or diffusion should be attempted, before using physical intervention,
- Any techniques used must be within the training provided by school.

Where an emergency situation has arisen, a Level 3 Physical intervention form must be completed and uploaded onto the CPOMs system. Parents of the student must be informed of the incident and the appropriate response and where necessary a Behaviour Meeting must be held as soon as possible after the incident to ensure future strategies and interventions are co-ordinated and planned.

### **IV. Unacceptable practices**

These include practices that might expose students or staff to foreseeable risk of injury or psychological distress. Examples include (this is not an exhaustive list):

- Any form of hitting / slapping
- Withdrawal of food or drink
- Verbal bullying / shouting or persistent criticism
- Any form of holding not included in the Team Teach training.

## **10. Change of Place**

Students sometimes require a change of place in order to regulate. Should this occur a member of staff will always be with the student.

It is necessary to include definitions to support good practice.

### **Definitions of terminology**

DfES / DH guidelines of July 2002 notes the importance of understanding the difference between the following terminologies as explained below. It is important that the correct terminology is used when reporting incidents.

#### **Seclusion**

- i) Where a student is forced to spend time alone against their will. This is unacceptable practice.

#### **Time out**

- ii) This involves restricting the student's access to all positive reinforcement as part of a behaviour plan.

### **Withdrawal**

- iii) Involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume with their activity.

## **11. Physical Intervention Record**

It is very important that incidents are recorded. Recording incidents at the time will provide a true reflection of the events of the incident which may be of use in the future not only to protect staff from allegations of misconduct, but will help to see any patterns of challenging behaviour and provide information to help understand and reduce incidents.

At Firwood High School we use a system called CPOMS to record incidents of challenging behaviour. As part of this recording system we categorise behaviour into two levels which are also reflected on Strategy Plans and Individual Behaviour Plans.

Every level 2 and level 3 incident is recorded on CPOMs by a member of the class / school team. This electronic system allows for all information to be stored and shared as and when appropriate.

### **I. Level 2 incidents**

These incidents are, in the main, those that are of a lower severity and can be attributed more to sensory needs but not exclusively. These incidents may include behaviours such as biting, hair pulling, and throwing objects.

### **II. Level 3 Incidents**

These are behaviours of a more challenging nature and the student is considered to be in an increased state of crisis. In these instances, staff may have had to evacuate a room of staff and students and make the area safe by removing items including furniture. This is to try and reduce the risk to the student in crisis and to others. At this point, restrictive physical intervention may have to take place to keep the student safe and everyone else safe.

The Behaviour Physical intervention report should record; the situation (date, time, location, staff involved), a factual account of the incident using non-emotive language, which de-escalation strategies have been used as well as specifying any physical intervention techniques and any information around what may have triggered the behaviour (if known).

### **III. Multiple Incident Record**

Where incidents are so frequent that continually completing forms becomes impractical a multiple incident record can be used to provide the date/time, duration and type of holding. This information can be recorded in a simple list in the incident description box on CPOMs (e.g., the Multiple Incident Record). This system aims to make recording more manageable and prevent under-recording of incidents. However, this is only acceptable when working within an existing Positive Handling Plan.

### **IV. Recording Restrictive Physical intervention incidents**

The records of the use of Restrictive Physical Intervention are word documents and can be found in the appendix of this policy. They are also stored on the whole staff system and paper copies can be obtained at the school office. The form is completed by the person/ people involved in the RPI. This is then scanned and uploaded to the CPOMs incident log. This generates an email which is sent to the Pastoral Team. (Appendix 3)

### **V. Monitoring Restrictive Physical Intervention**



The SLT Behaviour Lead will monitor the use of restrictive physical intervention and complete appropriate reports and ensure an accurate report and analysis of all Physical intervention incidents are recorded.

## **12. Post-incident Support**

Students displaying challenging behaviours should be encouraged to take control of their own behaviour as soon as possible. It is vital that all staff working with students who have challenging behaviour make themselves aware of the Individual Behaviour/Positive Handling Plan as this will contain information that helps ensure everyone's safety. Students should be given time to regulate after an incident and opportunities to repair relationships if applicable.

Students witnessing or being hurt by the challenging behaviour of others should be immediately offered support and comfort. They should be offered the opportunity to discuss their experiences with a familiar member of staff, in whatever way is understandable to them. Parents should be informed if a student is hurt or particularly distressed by an incident, but should not be given the name of the student with challenging behaviour unless this has been discussed with their parents first.

As a member of staff working in a school for students with complex learning difficulties and autism, we may expect to come across some incidents of challenging behaviour. However, some incidents can cause stress and/or injury to staff. Whenever staff are injured or impacted by an incident, they should take time away from the situation to regulate.

Staff should feel confident about expressing their feelings after an incident and asking for whatever support they feel they need at that time. Accepting help will be seen as a professional strength, not a weakness. This may have a knock-on effect on other staff and classes, the class team involved, etc. but all staff are expected to support the wider team.

### **Accident / Incident Forms**

Where a member of staff has been injured, they need to complete an 'Accident / Incident form' with a member of the Senior Leadership Team where they will be offered the opportunity for a debrief meeting. Staff requiring first aid should receive first aid from a member of staff identified on the First Aid lists in school.

Students should be seen by a staff First Aider or the school Health Care Assistant. The treatment should be recorded on CPOMs and discussed with parents.

### **Communication**

Parents should receive an accurate and balanced view of their son/daughter's performance at school. This includes being informed of any serious incidents of challenging behaviour. However this should be balanced if, for instance, the student has produced some good work that day that parents can also be told about.

It is not acceptable to "withhold" information about challenging behaviours from parents because of concerns about causing distress.

Information regarding behaviour in school will be communicated directly to families by members of the class team and not via the passenger escorts.

If families require support following an incident, contact with the school Senior Leadership Team (SLT) will be offered.

## **13. Staff Training**

The Trustee Board consider the following training to be appropriate:

## **Team Teach 12 Hour “Level 2” course (see [www.team-teach.co.uk](http://www.team-teach.co.uk))**

Firwood High School has a number of members of the school team/ Trust colleagues who are trained at Team Teach instructor level (intermediate 5-day course). The tutors are able to provide requested training to other schools within Bolton LA. They may also be asked to support other tutors from Bolton special schools in delivering training within Bolton LA.

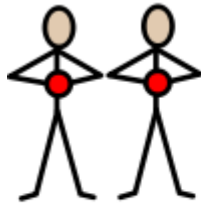
New staff will be trained as soon as possible after their appointment; this may be with staff from other schools across the LA.

Staff will be updated as per the current recommendations of Team Teach and will be provided with opportunities to practice their skills (e.g., staff using “caring C” to escort students around school where necessary, practice skills at staff meetings, etc.)

### **14. Legislation**

This policy has been drawn up to protect students, staff and others within Firwood High School, in line with recommendations in current guidance:

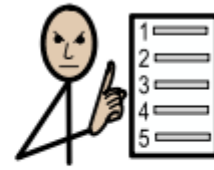
- 1. Education and Inspections Act 2006 (Section 93)**
- 2. DfE Use of Reasonable Force in Schools (July 2013)**
- 3. Education Act 1996 Circular 10/98**
- 4. DfE mental Health and Behaviour in Schools (Nov 2018)**
- 5. Reducing the Need for Restraint and Restrictive Intervention HM Government (June 2019)**
- 6. Keeping Children Safe in Education (Sept 2022)**
- 7. Behaviour in schools (Sept 2022)**



Our



School



Rules



Good



listening



Kind



words



Good



sharing



Good



sitting



Kind



hands



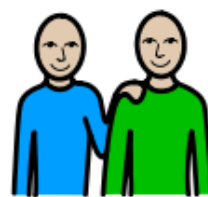
Kind



feet



Good



friends

**Appendix 2**



**Firwood High School: Behaviour Plan  
Name:**



**Academic Year:**

**Class:**

**Plan Number:**

**Date:**

**Review Date:**

**Type of Plan: IBP**

**Contributors to the Plan:**

**SLT:**

**Teachers:**

**Teaching Assistants:**

**Immediate Issues and concerns:**

**Objectives of the Plan:**

-

**Medical Information:**

**Sensory Information:**

**Likes:**

**Dislikes:**

**Contributing Factors:**

**Triggers:**

**Any other relevant information:**



**Preferred De-escalation Strategies  
Name:**



**General**

**Transition  
Morning Transition**

**Around School**

**Lunchtime**

Community



IBP Levels  
Name:



Level	Behaviour	Response
1		
2		
3		
R.P.I.		
Calm Room		

**Recovery**

**RISK ASSESSMENT:**

**\*A**

I. Please **HIGHLIGHT** the potential hazard level of OBJECTIVES noted in this plan:

HIGH                      MEDIUM                      LOW

**\*B**

II. Please **HIGHLIGHT** the risk factor:

**Risk Factor:**

- Likely/frequent      (Occurs repeatedly/event only to be expected)      = High risk
- Probable            (Not surprised – will occur several times)            = High risk
- Possible            (Could occur sometimes)                                    = Medium risk
- Remote              (Unlikely, but conceivable)                                = Low risk
- Improbable        (So unlikely that probability is close to zero)        = Low risk

**Overall Risk:**

\*Use hazard level at A and risk factor at B to determine the overall risk assessment from the table below

*A		*B		*A		*B		*A		*B				
High	+	High	=	High	Med	+	High	=	High	Low	+	High	=	Med
High	+	Med	=	High	Med	+	Med	=	Med	Low	+	Med	=	Med
High	+	Low	=	Med	Med	+	Low	=	Med	Low	+	Low	=	Low

**OVERALL RISK ASSESSMENT =**

**DATE =**





**Signatures  
Name:**



**Headteacher:**

**Date:**

**AHT/ Class teacher:**

**Date:**

**Parent/ Carer:**

**Date:**

**ANY FURTHER ACTION:**