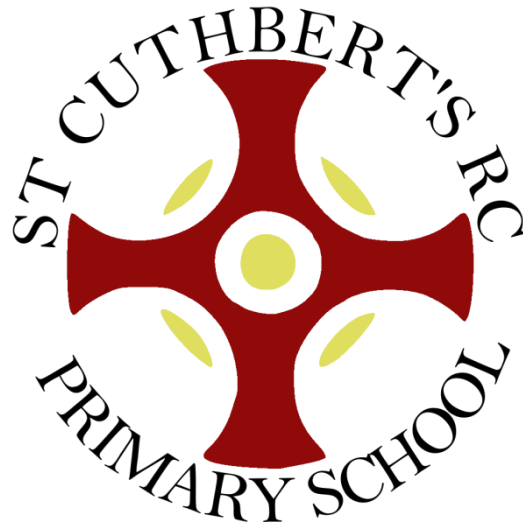


St. Cuthbert's RC Primary School



BEHAVIOUR CHANGE SUPPORT POLICY, INCLUDING THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

Head Teacher: R Donnelly Chair of Governors: T Devereux

Date: September 2017

Introduction

The responsible person for the implementation of the policy is the Headteacher together with associated Team Teach trained staff. This policy will be reviewed by September 2019 by the Headteacher and the Governing Body. The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils, eg Child Protection.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for students and volunteers working within the school to explain the school's arrangements for supporting a positive change in behaviour. Its contents are available to parents and pupils and is available on the school website

The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others » committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline

This policy has been written with DFE 'Use of reasonable force' advice for Headteachers, staff and governing bodies July 2013 (see appendix 2).

Definition of reasonable force and restraint

The DFE guidance (2013) on the 'Use of Reasonable Force' defines and explains these terms in the following way:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. » 'Reasonable in the circumstances' means using no more force than is needed. » Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of staff who can use reasonable force have a legal power to use it. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The DFE Guidance 2013 on 'Use of reasonable force' states that schools can use reasonable force to: » remove disruptive children from the classroom where they have refused to follow and instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event, trip or a visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot:
- use force as a punishment - it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force, as is reasonable given the circumstances, to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Aim

A well behaved school is one in which there is a climate where pupils feel safe, enjoy learning, engage enthusiastically in activities, can access the curriculum and achieve high standards. The staff of this school aim to promote positive relationships, trust and co-operation to secure an enjoyable learning environment where expectations are clear and conflict is minimized.

In implementing this Behaviour Change Support Policy, we must be clear that each child is valued and that it is the inappropriate behaviour that is not wanted, not the child.

St. Cuthbert's RC Primary School encourages pupils to make positive behaviour choices. However pupils sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our Restraint Policy is based upon the following principles:

- Physical intervention is used only as a last resort when other appropriate strategies have failed.
- Any physical contact is only the minimum required.
- Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- Incidents are recorded and reported to the Headteacher.
- Parents are informed of each incident.

Underpinning values

Everyone attending or working St Cuthbert's has a right to:

- ✓ recognition of their unique identity;
- ✓ be treated with respect and dignity;
- ✓ learn and work in a safe environment
- ✓ be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- ✓ encouraged to make choices concerning their education and their lives;
- ✓ be aware that physical interventions should only be used in the pupil's best interests;
- ✓ opportunities for learning which are appropriate to the pupils' interest and abilities;
- ✓ individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- ✓ expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- ✓ be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- ✓ be informed about the school's complaints procedure.

Staff should ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the boundaries and support provided by staff. This protects the well-being and safety of all pupils 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 St Cuthbert's, physical

interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our pupils, including the need/right to be safe from harm (from themselves or others).

Every effort will be made to ensure that all staff in this school:

- (i) 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
- (ii) Are provided with appropriate and regular training to deal with these difficult situations.

Minimising the need to use force

At St Cuthbert's 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 communicate in print, Makaton, symbols and photos, to support pupils in communicating effectively without the need to resort to challenging behaviour.

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 behaviour, may have individualised support or programmes to help them to manage this.

The school uses the Social and Emotional Aspects of Learning (SEAL) approach to help pupils to learn about feelings and managing conflict, where this is appropriate to their level of development. The school curriculum and ethos promote independence, communication, choice and inclusion and pupils are given a myriad of opportunities for personal growth and to promote emotional wellbeing and the development of emotional intelligence. The school operates a rights respecting ethos and bases everything it does on

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate 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 their pupils, 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 pupil's challenging behaviour.

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 judgements 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.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At St Cuthbert's School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received any training in this area. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the school decides that a search is necessary then the police will be called.

Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all pupils.

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 pupil'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.

Primary Prevention

This is achieved by:-

- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for communication, choice and achievement;
- Exploring pupils' 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 'defusion' techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of behaviour 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, and

Types of Incident

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

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour 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 Pupils 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 pupil 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 pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil 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 pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

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

Where a pupil's behaviour 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 pupil, including the option to withdraw from the task/activity
- ✓ A clear positive statement should be given to tell the pupil what it is that you want them to do – ie give a positive instruction
- ✓ Positive reinforcement, praise and reward should be provided to the pupil 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 pupil complies. If possible summon assistance – use the walkie-talkies.
- ✓ Physical intervention - positive handling uses Team Teach techniques to prevent a child harming him or herself, others or property.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them.

Strategies for dealing with challenging behaviour and supporting pupils in crisis

All staff at St. Cuthbert's will consistently use positive strategies to prevent the likelihood of incidents occurring, and to develop appropriate behaviour and good order – research shows that the way to improve behaviour is to praise and reward appropriate behaviour to increase the likelihood of it happening again! Alternative, positive behaviours are actively taught to replace inappropriate behaviour and every pupil has a target relating to this incorporated into their Behaviour Change Support Plan.

The Governors acknowledge the ethos and high expectations of good behaviour throughout the school that have lead to many pupils with challenging behaviour developing coping skills and ultimately being able to manage their own behaviour within the inclusive setting at St Cuthbert's Primary. It is also acknowledged that progress can be very slow and some pupils may take many years to develop socially acceptable behaviour. 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 pupils make in changing their behaviour.

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 behaviour, diversion, defusion, and de-escalation. Positive Handling at St Cuthbert's is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour change support strategies used.

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and 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 pupil with their personal care and when teaching/practising personal independence skills) staff should use discretion to preserve the dignity of those pupils needing help/support.

2. Physical Intervention (PI)

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

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

3. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. **All such incidents must be recorded** on the Team Teach record form stored in the serious incident file. If anyone is injured a HS1 accident/incident report must also be completed. Records of incidents must be given to the Head Teacher as soon as possible, and by the end of the school day at the latest. The pupil’s parents will be informed of any significant incident concerning their child as soon as is practicable after the incident using the Significant Incident Report Form.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a restraint/RPI. Restraint 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. Child and parents views are sought following the intervention following the Team Teach format.

Pupils

Where a pupil has sufficient understanding their Behaviour Change Support Plan 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 pupil. It may be beneficial to “rehearse” the plan so that they are comfortable with what will happen if they need support. The above is the responsibility of the class teacher.

Parents/carers/those with parental responsibility

When a Behaviour Change Support 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 pupil at St Cuthbert's School. Parental permission will be sought to share the plan with other agencies involved with the pupil in order to encourage consistency of management, e.g. 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.

Bullying

Bullying can be defined as persistent action, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. Where instances of bullying are discovered the pupil will be taken to one side and the matter discussed. Further work on relationships and caring about others will be taught via the PSHE curriculum.

Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the pupil's Behaviour Change Support Plan. This should cover most interventions, as possible scenarios will be identified through the Challenging Behaviour Risk Assessment and planned for when the Behaviour Change Support 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 pupil. Members of staff retain their duty of care to pupils 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 Behaviour Change Support 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

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it within St Cuthbert's:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Behaviour Change Support Plan in the first instance to manage an incident/challenging behaviour

- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained in

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 young person'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 pupil 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 pupil;
- shepherding a pupil away;
- supportively holding a pupil 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

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 exercise their responsibilities, and the behaviour change support strategies used.

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

- It is acknowledged that with some disengagement techniques pupils 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 behaviour they are employed in response to, eg biting, head butting.
- Certain staff are trained in First Aid. 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 service user’s access to positive reinforcements as part of the behavioural programme in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally 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 child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal: which involves removing the person from a situation which 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 child 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 pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This “quiet time” could be time in the playground, a quiet room, the Safe Space, or sitting in an office supervised by the Head or Deputy.

Safe Space and Temporary Restriction of Liberty (TRL): Where a pupil uses the Safe Space and the door is closed then this must be recorded and the pupil’s behaviour/response documented every 5 minutes until the door is opened or a member of staff enters the Safe Space. This record must be passed to the Head teacher as soon as possible and at least by the end of the day.

This temporary restriction of liberty, to the Safe Space, will be continually monitored by a member of staff - it is a risk assessed, personalised and structured (reported, recorded and reviewed) strategy, an action documented as in the child’s best interests, with the aim of preventing the risk of harm. This would include the risk of physical or psychological harm and the risk of harm to a safe environment.

In the exceptional circumstances when physical restraint or intervention becomes necessary, staff:

DO

- Summon help / involve another member of staff if possible

- Continue to talk to the pupil in a calm way
- Use simple and clear language
 - Tell the pupil what s/he must do for them to remove the restraint (this may need frequent repetition)
- Use the minimum force necessary
- Be aware of any feelings of anger
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax the restraint in response to the pupil's compliance

DON'T

- Try to manage on your own
- Stop talking even if the pupil does not reply
- Act in temper
- Allow a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Use physical restraint or intervention as a punishment
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

Actions after an incident / Recording of incidents

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Headteacher is informed of any incident as soon as possible and takes responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff debriefs the pupil concerned: the debrief includes consideration of the circumstances that precipitated the incident and exploring ways in which future incidents can be avoided. Any other individuals involved in the incident are offered support.

If the behaviour is part of an ongoing pattern it will probably be necessary to address the situation through the development or review of an individual behaviour plan (IBP), which may include a risk assessment, an anger management programme and possible involvement of external agencies.

All incidents are recorded immediately on a Restraint Recording Form (appendix1). All sections of the report are completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record provides essential and accurate information. A copy is filed in the child's appropriate file and a central copy is kept by the Headteacher. A member of the teaching staff contacts parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Where there is any concern over the appropriateness of a response the Headteacher or Chair of Governors may refer the incident to the Durham Children's Safeguarding Board for clarification and/or investigation.

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 restrain. Team Teach techniques seek to avoid injury to the service user 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 service user remains safe. Any such injury will be reported using the HS1 form and/or a skin map if necessary. Any injuries to pupils 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 pupil(s) whose behaviour 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 and the results used to inform planning to meet individual pupil and school needs. Any incidents involving the use of ground recovery holds are reported to Team Teach termly and also to the Governor with responsibility for Child Protection. To safeguard pupils and ensure objectivity, and support the Headteacher & school, the School's Adviser and a school governor will also be involved in the monitoring of all incidents involving a Restrictive Physical Intervention. The Headteacher will also present a termly summary of incidents to the Governing Body Health and Safety Committee.

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 children that allow them to 'own' and take responsibility for their behaviour 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 pupils, and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Pupils 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 pupils with Autistic Spectrum Disorder

PLL Time with a member of staff 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 counselling and support as needed. Within the school, this will be made available/supported through the Headteacher or Deputy.

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

- Review of Behaviour Change Support Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Change Support 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.

Staff Training

Training at some level will be available for **all** staff at St Cuthbert's. For most staff this is enhanced by Team Teach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of

staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken in the event of an incident. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

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 pupils includes the requirement to report any such matters which cause them concern in relation to pupil 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, Deputy Headteacher, School Business Manager or with the Chair of Governors in order to allow concerns to be addressed and practice improved.