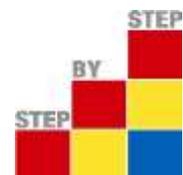


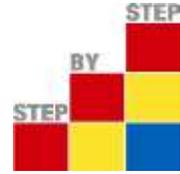
Step by Step School

Behaviour Policy



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Documents used in the formation of this policy:

Use of Reasonable Force in Schools Guidance (DfE 2013)

Physical Contact – Care, Comfort, Reassurance and Restraint by Bernard Allen (2011) Team Teach training materials

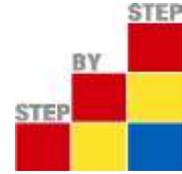
Response and Responsibilities – Liberty and Ground Recovery Safeguards (Team Teach advanced Training booklet)

1. Purpose

- To provide a framework for pupils, teachers and parents on how behaviour is managed in school.
- To create a safe, calm and caring climate where learning can flourish.
- To ensure consistency, fairness and clear expectations.
- To protect basic rights of safety, learning and respect.
- To support and reinforce caring and co-operative behaviour, and to discourage anti-social behaviour.
- To enable pupils to develop social skills, to communicate their needs safely and appropriately and develop moral values in the context of the school as a community.
- To increase attendance and engagement in classes.
- To ensure that high expectations are set for all pupils whilst valuing each child individually.
- To treat pupils with the same respect and dignity, regardless of the degree of learning difficulties or behavioural challenges.

2. Behaviour Management Strategies

Every pupil at Step by Step School has a diagnosis within the Autism Spectrum and behavioural issues are likely to arise directly from their conditions. Challenging and inappropriate behaviours are well understood by staff and strategies for dealing with them form a major part of the school's curriculum. By staff consistently delivering these strategies pupils will be encouraged to adopt socially appropriate behaviour which will, in turn, enable them to participate within the community.



2.1 Step by Step's Approach to Teaching

The approach used by Step by Step School to teaching and understanding behaviour is based on the principles of Applied Behaviour Analysis (ABA). Behaviour analysis studies events in an individual's environment in order to understand and explain behaviour. All behaviour is considered to serve a function for that individual. We feel that without a good understanding of what this function is, effective behaviour management is not possible. Monitoring and recording behaviour and its environmental context, reveals patterns in the events that act as antecedents or consequences for the behaviour. These aid in understanding what function the behaviour serves for that individual.

The most common functions of behaviour are:

Escape/Avoidance

Does the behaviour frequently allow the person to escape certain stimuli? E.g. running away when presented with a task or refusing to go to school.

Access to objects or activities

Does the behaviour frequently result in the person gaining access or continuing to have access to objects or activities that they prefer?

Access to Social Reinforcement

Does the behaviour frequently allow the person access to attention from another person/persons (whether this attention is positive or negative)? Behaviour with this function would seldom or never happen when the person is alone or when nobody would be able to notice.

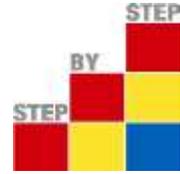
Access to Automatic Reinforcement

Does the behaviour induce internal sensations the person is likely to want to repeat? E.g. adrenalin rushes, physical stimulation.

These are functions that would make the behaviour more likely to occur in the future. In other words, the behaviour is reinforced.

2.2 Reinforcement

We aim to reduce maladaptive behaviours by teaching functionally equivalent adaptive behaviours or increasing the frequency of already existing adaptive behaviours (e.g., teaching a pupil to ask for a break rather than swipe resources from the table). This is achieved through reinforcing appropriate behaviour or if



necessary, if the pupil is not yet capable of that behavior, reinforcing successive approximations towards the appropriate behaviour. This can be done in a number of ways:

Non-contingent reinforcement

Reinforcement is given on a pre-determined schedule (e.g. every 2 minutes) regardless of the behaviour that the pupil is displaying.

Differential reinforcement

Reinforcement is given when the pupil displays the appropriate functionally equivalent behaviour but is no longer provided for the identified problem behaviour

Vicarious reinforcement

Reinforcement is given to other pupils when they engage in the appropriate behavior.

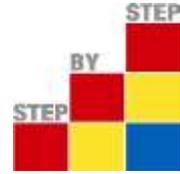
In dealing with inappropriate behaviours that we may want to decrease or eliminate, we need to determine which consequences are acting as reinforcement for the behaviour. We need to eliminate the reinforcement for that behaviour and teach new behaviours that will allow the pupil to access that reinforcement more appropriately.

Further tactics are used to increase appropriate behaviour, such as teaching pupils skills in self-management, reinforcing them for following classroom rules and the use of behaviour contracts or home-school agreements.

2.3 Basic process of using ABA intervention with challenging behaviour

- Build rapport and identify what is motivating for the pupil.
- Identify the pupil's behavioural deficits and excesses.
- Select behaviours to be targeted for reduction.
- Identify the function of the behaviour.
- Identify appropriate alternative behaviours.
- Develop proactive strategies.
- Develop reactive strategies.
- Task analysis of target alternative behaviour.
- Teach using effective teaching methods.
- Take objective data.

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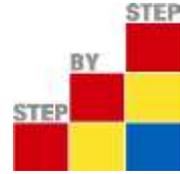
- Make adjustments to teaching based upon the data/progress.

Successful positive management of behaviour is dependent on the philosophy of the school and its' ethos. Positive behaviour should be constantly and appropriately reinforced. This is necessary to ensure that pupils develop positive behaviours for learning. It is also imperative that all staff are aware that their own behaviour and attitudes can influence our young people, so it is necessary for us to continually evaluate our own behaviour and attitudes in order to assess whether we are providing appropriate role models.

3. Behaviour Plans and Risk Assessments

Individual Behaviour Plans are written for all pupils to ensure a consistent approach. A full risk assessment is completed and data are collected to determine the efficacy of these behaviour strategies and changes are made accordingly.

- Behaviour plans are based on observation and behavioural data. The efficacy of these plans is also determined using this information.
- Behaviour plans include a description of problem behaviours, proactive strategies and reactive strategies.
- Behaviour plans aim to ensure a consistent approach across the staff team.
- Parents are always informed of behaviour plans and asked to give signed agreement. Major changes to behaviour plans or strategies involving physical intervention will be discussed with parents.
- Regular communication between staff and parents aims to ensure a consistency of approach and sharing of information between home and school.
- Interventions detailed in behaviour plans will be aimed at limiting the amount of harm to the pupil or others and limiting the amount of reinforcement resulting from the behaviour (therefore decreasing the likelihood of future occurrences).
- Behaviour plans are continuously monitored and are reviewed at least once a term.
- In some cases where an individual displays challenging behaviours which may constitute a severe risk to themselves or others (e.g., self-injurious behaviour, severe aggression or escape) it may be necessary for an emergency behaviour plan to be drawn up stating how staff should respond to a severe escalation in behaviour. Emergency behaviour plans



are discussed and agreed with parents and shared with senior staff across the school.

4. Proactive Strategies

4.1 Modification of the Environment

Behaviour monitoring will frequently allow one to identify antecedents that are likely to trigger challenging behaviour. In some cases, it is possible to change the context in which challenging behaviour is likely to take place.

Strategies for doing this include:

Enriching the environment

Ensuring that the pupil's environment provides a high level of social reinforcement and stimulating activities, thus eliminating the need for inappropriate behaviour.

Changing the Nature of Preceding Activities

For example; reducing level of difficulty and building this up again gradually, introducing frequent breaks or variety in tasks, ensuring tasks and routines are clear and predictable.

Eliminating particularly aversive events

For example, stimuli that a pupil has a fear or aversion to such as physical contact, noise, dogs etc and re-introducing these gradually and systematically.

Eliminating or reducing internal antecedents

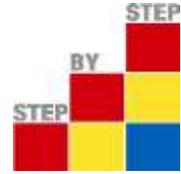
For example, hunger, pain, fatigue, illness.

Increasing choice

Offer choices wherever possible throughout the day including choices in activities, locations, resources.

4.2 Teaching Alternative Behaviours

Once the function of an inappropriate behaviour has been determined, it is important to teach the pupil more appropriate means of accessing reinforcement. These are some examples of possible replacement behaviours to teach:



Escape/ Avoidance behaviour

Increasing tolerance of demands gradually, requesting a break, communicating unhappiness or discomfort, compliance.

Frustration

Communicating frustration, increasing tolerance to demands or to not being able to have what they want, asking for help.

Anxiety

Stress management, learning about or learning to tolerate specific issues that create anxiety or communicating their feelings.

Self-stimulatory behaviour

Play skills, social skills, self-regulation.

Access to objects/ activities

Requesting objects and activities, learning to wait, learning to accept that sometimes they can't have what they want, learning to share or take turns.

Attention

Social skills or learning appropriate ways to request for attention.

5. Reactive Strategies

The following are the most common reactive intervention strategies

Differential Reinforcement of Other Behaviour

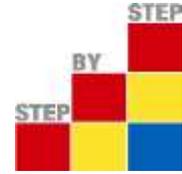
Inappropriate behaviour is ignored while more appropriate behaviour is reinforced for example; shouting is ignored while asking nicely would be reinforced.

Differential Reinforcement of Incompatible Behaviour

The pupil would be reinforced for engaging in a behaviour which is incompatible with the inappropriate behaviour e.g. doing a puzzle rather than banging on the table.

Extinction

Reinforcement is withheld. E.g. If the behaviour is deemed to be socially reinforced, the behaviour will be ignored. If the behaviour is deemed to be



aimed at avoiding a particular task, the staff will encourage completion of the task.

Consequence reactive strategies

Strategies based on differential reinforcement and extinction are the preferred behaviour reduction strategies and should always be used in first instance. The additional use of consequence reactive strategies may be necessary when differential reinforcement and extinction are not effective alone in reducing problem behaviour. The use of consequence reactive strategies will always be used under the close supervision of a BCBA. Consequence reactive strategies used at Step by Step school are:

Contingent Withdrawal/ Response Cost

If inappropriate behaviour occurs during an activity that is considered reinforcing, then access to that activity or toy will be withdrawn e.g. being removed from the playground at playtime or having a favourite toy put away/ out of reach. This may also be referred to as 'Time out.' Pupils using a token economy system may lose one or all of their tokens.

Overcorrection

Following an inappropriate behaviour, the child/young person is required to complete the appropriate behaviour a number of times e.g. throwing a puzzle on the floor may result in having to pick up three puzzles or aggression in response to a task may result in having to complete that task a number of times.

Presentation of Less Preferred Task

Following inappropriate behaviour, the pupil is required to complete a task that is considered non-reinforcing for him/her e.g. a repetitive matching task, tidying up.

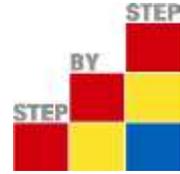
The use of other consequence reactive strategies such as corporal punishment, deprivation, mechanical restraint, and locking a pupil in a room are strictly forbidden.

6. Challenging behaviour

When dealing with situations that might result in a threat to the health and safety of any individuals, it may be appropriate for staff to intervene physically with or between students or to withdraw pupils to a safe place. These include:

- Injury, or risk of injury, to self

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- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

On these occasions' staff, on the basis of both formal (pre-written) and dynamic (in the moment) risk assessment, interventions will be made to safeguard those in our care. These interventions will be in their best interests and within the framework of the training provided.

The interventions will be for the minimum time, in the pupil's best interest and must be reasonable, proportionate and necessary. At all times safety is our paramount concern. Any physical interventions which involve restraint or use of withdrawal to a safe space will be recorded and reports are available for scrutiny by parents, carers and relevant authorities upon request.

When the behaviour warranting intervention has occurred before, the use of a physical intervention or withdrawal to a safe space will be described in a pupil's behaviour plan. If it is necessary to use a physical intervention or withdrawal to a safe space that is not part of a pupil's behaviour plan, parents will be informed and asked to sign to acknowledge this.

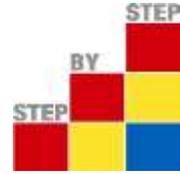
In the case of an episode of challenging behaviour occurring over an extended period of time, senior staff members should be informed, as follows:

- longer than 15 minutes – Class Leader
- longer than 30 minutes – Teacher in Charge and Senior Behaviour Analyst
- immediately if pupil is engaging in severe property destruction or aggression towards others or if behaviours are out of the usual

7. Physical intervention

At Step by Step the purpose of physical intervention is to take immediate control of a dangerous situation, in order to end or significantly reduce the risk of harm to the person and others around them. Physical intervention involves some form of physical contact and application of force to guide, restrict or prevent movement. At Step by Step School we believe in and actively promote and encourage a positive physical intervention approach which is holistic and in the best interests of the pupils.

The staff at Step by Step School recognise the serious implications for all concerned when the use of physical intervention is necessary. In particular, they



acknowledge the stress and anxiety that such actions can and do generate in pupils, parents and staff. The production of this policy and guidance will ensure everyone has a positive and safe way to respond to the use of physical intervention.

All staff are trained to use appropriate methods of holding and physical intervention and are expected to apply them to the best of their abilities. Our school will ensure that training opportunities continue to be available to the staff team and that training delivered in this regard is current and appropriate.

The types of physical interventions used within our setting vary from the use of:

- **'guides'** which use minimal resistance, for example, 'caring Cs' to direct a pupil, to
- **'physical intervention'** restricting movement for someone's safety (e.g., two person escort), also referred to as 'controls'.
- **'hold'** overwhelming use of force to protect a pupil and/or other, also known as a 'restraint'—This is only a small part of the framework and accounts for only 5% of the approach.

Corporal punishment is illegal and never used at the school.

The use of physical intervention at Step by Step school is based on these underpinning principles:

- The use of force should wherever possible be avoided.
- There are occasions when the use of force is necessary.
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

Any intervention should be proportionate, reasonable and necessary.

Reasonable Force is defined as:

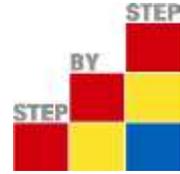
- the minimum force required to prevent injury or damage to others, or property, or to prevent a breakdown of discipline,
- applied for the shortest period of time necessary.

Use of Reasonable Force (DfE, 2013) states:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

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- prevent a pupil behaving in a way that disrupts a school event or a school trip or 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; 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.

Step by Step School defines damage to property as warranting reasonable force when:

- It is likely to result in a significant risk to others i.e., broken glass, pushing cupboards or computers over etc.
- It is likely to result in damage to valuable school property e.g., large items of furniture, electrical items such as televisions, computers, windows.

Step by Step school defines behaviour prejudicial to the maintenance of good order and discipline in a school as:

- Behaviour that persistently prevents other pupils from participating in learning activities.
- Physical intervention should only be used for this reason as a part of a behaviour management plan and should not be considered an emergency.

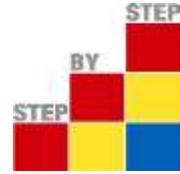
8. Team Teach

Step by Step has adopted Team Teach as a holistic physical intervention package, involving policy, guidance, management of the environment and deployment of staff. Team Teach is committed to the term 'positive handling' to describe a broad spectrum of risk reduction strategies. Team Teach is a structured, non-violent staff development programme that promotes proactive de-escalation strategies as well as safe handling techniques that are effective with guidance and support and anger/aggression management.

It aims:

- To provide staff with effective de-escalation techniques to prevent escalations of challenging behaviours where a physical intervention may have otherwise been necessary.

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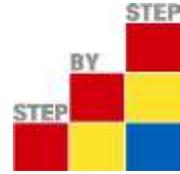
- To promote a holistic response to physical intervention which uses safe, positive and protective techniques according to individual pupil needs.
- To enable the school to develop acceptable and appropriate responses to serious incidents of out-of-control behaviour in a manner that maintains positive relationships and provides safety for all.
- To reduce the number of serious incidents involving physical controls.

The programme is delivered to staff by nationally accredited trainers. The training is recognised by the ICM (Institute of Conflict Management), and meets the requirements of their Code of Practice. It is also recognised by Education Authorities and Social Services.

Staff members receive regular and up-to-date physical intervention training. In addition, we have a number of accredited Team Teach tutors on the staff. We believe that physical intervention should be the last resort, with de-escalation and prevention strategies being the main focus.

8.1 Basic Principals of Team Teach:

- The emphasis should be on making certain that there is the availability and involvement of at least two trained staff members when such serious situations develop. This is for the protection of both staff and pupils involved.
- A pupil should only be restrained with the minimum necessary force and for the shortest possible period, and only when there is risk to self, others or significant property damage.
- It is important not to respond emotionally but to remain professional and composed throughout. Staff must not take the words or actions of pupils personally. This ensures the maximum care and control.
- Physical intervention may be used as part of a behaviour management plan or in unplanned situations in which unexpected behaviour is seen to pose a significant risk by running toward a busy road, engaging in self-injury, or sustained aggression toward others or likely to commit an offence. Staff should act within their duty of care to the child/young person.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the child/young person to be controlled and the nature of the harm that they might cause. These judgements have to be made at the time, taking due account of all the circumstances, including any known history of other events involving the pupil.



- A range of physical techniques are taught which provide a gradual, graded system of response, commensurate with the situation, task and individuals involved. The techniques used with pupils allow for a phasing up and down as dictated by the circumstances at the time.
- There is an emphasis on verbal communication within the Team Teach framework during all de-escalation and positive handling situations. It is important to utilise the positive relationships that exist between staff and pupils to maximise opportunities for de-escalation.
- The range of techniques taught do not rely on, or employ, pain or locks for control. It is vital not to damage or destroy positive relationships by hurting pupils.
- The training addresses the staff's safety and protection issue. Staff will be taught a range of break-away and release techniques which allow them to respond effectively in serious situations where health and safety is at risk.
- The techniques taught stress that where possible non-verbal and verbal strategies need to be utilised in order to de-escalate a crisis situation. This maintains the ethos of positive, least-intrusive interventions.
- Following physical interventions, there should be both a supportive and reflective structure in place for both the staff and the pupil involved through the de-briefing process.
- All incidents involving pupils being restrained should be reported, recorded, monitored and evaluated.
- Team Teach techniques seek to avoid injury to the service user but it is possible that bruising or scratching may occur accidentally and that these are not to be perceived as a failure of professional technique, but as a regrettable and infrequent side-effect of ensuring the safety of the service user.

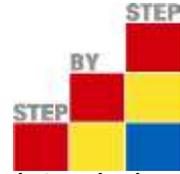
8.2 Use of Ground Recovery Holds

There may be exceptional circumstances in which it is necessary for staff to use a ground recovery hold. This hold should only be used when

- All other de-escalation methods are ineffective.
- Other less intrusive Team Teach physical interventions (such as two person single elbow seated hold) would not be safe
- There is immediate risk of severe injury to pupils, staff or members of the public.

A discussion will be held with parents regarding the use of ground holds for pupils who display severe challenging behaviour that may pose a significant risk to their or others safety. The ground hold may also be used without prior

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notification if it is deemed “in proportion to the consequences that it is intended to prevent”.

A number of staff at Step by Step school receive yearly advanced Team Teach training in which they are trained to use a ground hold.

The ground recovery hold will always be carried out by two members of staff trained in Advanced Team Teach techniques while a third member of staff will be present to monitor airways. Up to two additional trained staff members may be required to hold legs and feet. The ground recovery will be used for the shortest possible duration to bring the situation under control. As soon as the situation is deemed calm enough opportunity will be given to the individual to rise to a seated position, and staff will regularly assess for signs of de-escalation.

If a ground hold is used, the Teacher in Charge and Senior Behaviour Analysts will be called to attend. Parents will be informed as soon as possible following the event. All ground holds will be documented in a bound and numbered book and a full account of the incident will be sent home.

If the situation is not showing signs of resolution after 15 minutes staff will conduct a dynamic risk assessment and consider the active support of others including outside agencies (e.g. parents, police, doctors, social services).

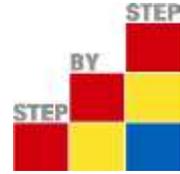
The head teacher and Governors will be notified of all incidents involving ground recovery holds within 24 hours. Additionally the school reports the use or non-use of ground recovery holds every 6-8 weeks to Team Teach. To date a ground hold has never been used at Step by Step school.

Following an incident involving the use of a ground recovery hold the individual will be observed at 5, 30 and 60 minute intervals. Observations will be recorded and documented by staff. Additionally a health check should be carried out by a suitably qualified person, this should document observations regarding breathing, circulation and injuries.

Where pupils travel by transport, their driver and escort will be informed following any ground hold recovery and asked to observe critical signs related to breathing and circulation.

All staff involved in the ground recovery hold will have a debrief meeting in which ways to prevent the further need to use the hold will be discussed.

For more information regarding the risks involved in the use of ground holds, please refer to Team Teach statement which can be found on their website: <https://www.teamteach.co.uk/index.php/news-archive/111-director-s-statement-advice-regarding-ground-holds>



9. Reporting and Recording

In incidents where physical restraint has been used, the following actions must be taken:

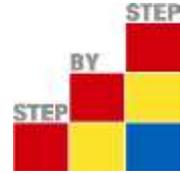
- Inform the Class Leader as soon as possible (during or after the event).
- The member of staff must complete a written record as soon as possible afterwards and when possible within the school day.
- Following all restrictive physical interventions, the incident should be recorded on the School Pod and a copy of the form should be sent home for parents to sign.
- All incidences of challenging behaviour (which are on the Individual Behaviour Plan) and resulting intervention will be recorded on the pupil's behaviour data sheet.

Information recorded on the School Pod should include:

- the full name(s) of the pupil involved
- the full name(s) of all staff members including witnesses (if relevant)
- when and where the incident occurred a precise description of the behaviour leading to the physical intervention and what danger was perceived
- what other forms of intervention were used first and how the pupil responded if this is not a part of the pupil's ongoing Individual Behaviour Plan
- The reason that force was used and the nature of the force used, i.e. degree and type of hold, how it was in the pupil's best interests
- the antecedents to the behaviour
- detail of the incident
- pupil's response and outcome of the incident
- details of any injuries or marks to the skin (pupil and/or staff member)
- details of any damage to property
- details of debrief

Pupils and parents have the right to read this record. It should always be written in a style that is both objective and easily understood by pupil, parents and other interested agencies. If a parent requests to see a report that includes a reference to another pupil, reference to that pupil should be deleted before making the report available. Admin staff should ensure that the availability of such reports does not breach confidentiality regarding any other pupil.

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The record will be used to assist all concerned with planning to avoid repetition of the incident that caused the use of force. Similarly, the record will be used to analyse what worked well and how it might be replicated as part of a planned response to challenging behaviour in the future i.e. an alternative not requiring the use of physical intervention. The outcome of all such planning will be shared with the pupil and their parents or carers.

Where injury requiring treatment occurs, a school First Aider must be seen and the details recorded on an accident/incident form on the School Pod

The School also records weekly data, across the school, relating to the following:

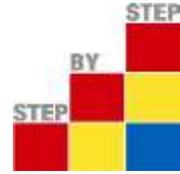
- Restraints (Holds) (frequency)
- Restraints (Holds) (duration)
- Physical interventions not on the individual behaviour plan (i.e. not previously discussed with parents)
- Pupil to pupil incidents
- Restraints (Holds) off site (frequency)
- Restraints interventions (Holds) off site (duration)
- The use of Safe spaces

If a child/young person has the appropriate skills i.e. the ability recall and talk about events in the recent past, the incident should be discussed with them using simple language and where appropriate a social story using visual aids. This can be used to talk about what the child/young person did, what the results were and what can be learned from the event. This should be a positive conversation and avoid the use of language such as 'bad' or 'naughty.' Instead, concrete reasons should be given for why the behaviour was inappropriate e.g. 'hurt someone.' It may be helpful for another member of staff to act as a third party, intervening/mediating between the individuals involved and to keep a written record. This is known as the 'debrief'.

10. Risks Associated with Physical Intervention

There are inherent risks involved in any physical intervention. It is our responsibility to be aware of these risks and minimise them wherever possible. Some of the possible risks to the pupil involved in the use of restrictive physical intervention are that a physical intervention could:

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- Be used unnecessarily, that is when other less intrusive methods could achieve the desired outcome.
- Cause injury, pain or distress.
- Increase the risk of abuse.
- Become routine, rather than exceptional methods of management.
- Undermine the dignity of those involved.
- Create distrust and undermine personal relationships.

Measures taken to prevent these risks are:

- Physical intervention undertaken by staff is monitored by observation and written records to ensure that the appropriate strategies are being employed.
- Staff members receive comprehensive training in handling techniques (which is refreshed every two years.) They are also closely supervised by an additional trained member of staff not involved in the de-escalation at all times to ensure proper use of physical intervention techniques.
- The Team Teach approach places a strong emphasis on treating children with respect, understanding and dignity.
- At least two members of staff are present at all times to confirm that the pupil is treated properly at all times.
- Behaviour plans are reviewed by the members of the pupil's class in conjunction with the Teacher in Charge/Senior Behaviour Analyst every term and discussed with the parents in order to obtain signed agreement
- Frequent booster training sessions covering all areas of Team Teach training

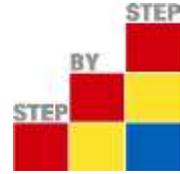
The main risks to staff include the following:

- Physical injury, distress or psychological trauma
- The legal justification for the use of a physical intervention is challenged in the courts
- Disciplinary action

Measures taken to prevent these risks are:

- Comprehensive training and refresher training to ensure that staff are aware of how to properly apply techniques.
- Regular team meetings and debriefings following behaviour incidents to discuss incidents.
- All staff is to read and be aware of the behaviour policy and the legal implications of physical intervention. Team Teach training also covers these issues.

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- Behaviour plans are reviewed, at least, on a termly basis to ensure that staff are aware of the agreed behaviour plans.
- Team meetings are held at least every two weeks to give staff the opportunity to ask questions or discuss physical intervention issues.

Risks involved in not intervening:

- Staff may be in breach of duty of care.
- Children, staff or other people will be injured or abused.
- Serious damage to property will occur.
- The possibility of litigation in respect to these matters.

Physical interventions that might generally be considered low risk include:

- Members of staff taking reasonable measures to hold or disengage from a pupil to prevent them from serious physical aggression towards themselves or others.
- Specially designed 'arm guards' to prevent someone from self-injuring.
- Accompanying a person to a separate/quiet space where they can be alone for a few minutes while being continuously observed and supported.
- The use of a strap/harness to keep a child safe in a chair.

11. Support for staff

All staff will be trained in the methods of physical intervention as per the principles of Team Teach and this training will be renewed at regular intervals throughout employment by the school.

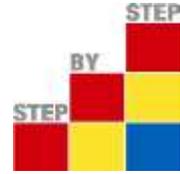
Any new member of staff who has not received training will not be expected to work with or support pupils who might require physical intervention.

Before working with any pupil, staff members will be required to read and sign his or her Individual Behaviour Plan to become aware of any physical intervention strategies which have been implemented.

It is the responsibility of all staff members to ensure the safety and well-being of all members of our community at all times. This responsibility must extend to them in the first instance. It is therefore essential that staff make a judgement quickly about the safety of using a hold or physical intervention. They should only proceed if they have determined that:

- It is in the best interests of the individual pupil

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- There is likely to be serious harm to persons or property if nothing else is done.
- The good order of the environment will be severely disrupted.
- They can apply the hold or physical intervention safely for the pupil and themselves and feel comfortable in doing so.

In circumstances where staff judge that they are unable to apply physical intervention satisfying the above condition of safety, they should quickly send for a senior staff member (e.g. Class Leader, Senior Behaviour Analyst or Teacher in Charge) and do what they can to contain the situation.

Staff members are encouraged, through the use of Team Teach scripts, to feel confident in offering and accepting help in challenging situations.

Staff members who have had to use physical intervention will be offered the opportunity to discuss their feelings about the incident as soon after completion of the recording pro- forma as is helpful. Post incident debrief provides the opportunity to discuss the incident and give guidance and support. It is an expectation that all staff acknowledge the importance of using a senior member of staff to discuss the issues raised for them personally by using physical intervention.

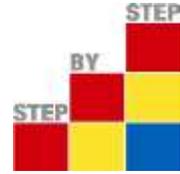
12. Withdrawal to a safe space

A safe space can be any space within the school that is used to give a pupil time alone from others. It may include but is not limited to quiet rooms, the playground, an empty classroom. Safe spaces provide a safe, controlled environment for pupils to calm. The use of a safe space is not as a disciplinary penalty, but as a support strategy and is only used when it is in the best interests of the pupil and those around him/her. The safe space is not used for a period of time longer than necessary and the time in the area is used as constructively as possible.

Withdrawal to a safe space can take different forms:

Pupil's choice

Pupils can choose if they would like a member of staff to join them and if they would like the door to be open or closed. If outside of the room, the member of staff will monitor the pupil through a viewing window. The member of staff will enter the room regularly (e.g. every two minutes) to offer the pupil a choice of alternative activities.



Proactive withdrawal

If it is assessed that a pupil is finding the classroom environment overly stimulating e.g. levels of noise, activity etc. the pupil may be directed to a distraction free area or a quiet room, accompanied by a tutor.

Guided de-escalation

If a pupil begins to engage in challenging behaviour and there is risk of the behaviour escalating further, they may be escorted using TEAM TEACH caring c's to a safe space to calm down. The staff member will remain in the room with them unless the pupil asks them to leave. The pupil may leave the room once they stop engaging in problem behaviour.

Withdrawal for safety

If a pupil is engaging in challenging behaviour that is aggressive or highly disruptive, they may be escorted to a safe space. If they continue to engage in aggressive behaviour staff will exit the area and close the door. It may be necessary for staff to hold the door if the pupil is displaying behaviours that pose a threat to staff safety. The door will be released as soon as these behaviours reduce. The member of staff will monitor the pupil through a viewing window. Once the pupil's behaviour reduces and it is safe to do so staff will enter the room regularly (e.g. every two minutes) to offer the pupil a choice of alternative activities.

There must always be at least two adults present and a senior member of staff must be notified immediately.

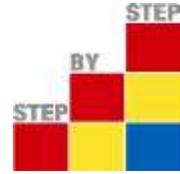
If a pupil is withdrawn to a safe space the incident must be fully recorded on the School Pod (see Appendix 1) and it must be shared with parents/carers. The pupil's risk assessment must be updated to reflect the use of the safe space.

Use of the safe space for withdrawal is also reported to Governors each term.

13. Restricting Liberties

At the school, children and young people may **never** be

- Locked in a room alone, without support and supervision.
- Deprived of food/drink.
- Denied access to a toilet.



14. Protective clothing & Rhino pads

The School provides equipment & clothing to protect staff and pupils from injury. These include:

- arm guards
- arm sleeves
- gloves
- head scarves
- rhino pads

Rhino pads are only used to protect staff and not inhibit pupils

15. Classroom management

Classroom management is also integral to behaviour management. It is important that classrooms are calm, have well established routines and class rules. There should be sufficient resources and equipment to ensure that the learning environment is stimulating. Class groupings and the management of individuals within groups is also an important factor to consider.

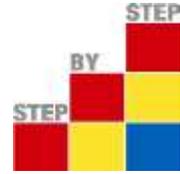
Strategies which can be used to support good behaviour management include:

- Use of role models.
- Setting clear expectations.
- Using peer pressure/modelling.
- Establishing clear boundaries.
- involving the pupil in a discussion about their behaviour and the
- Consequences.
- Consistency of approach adopted by staff.

The majority of children and young people at the school will respond positively when staff members work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour. We do this by;

- Working in line with this policy putting in additional support/strategies, tailored to the specific needs of each pupil or young person.
- Multi-agency review.
- Observations in a range of contexts, including home visits.
- Recommending medical investigations to ensure that the pupil is not in pain or unwell.
- Making the routines/strategies more detailed.
- Drawing up a Risk Assessment which is shared with staff and parents.

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- Drawing on additional resources from beyond the school, e.g. CAMHS, EP support, Disabled Children's Team and medical specialists.
- Parental and family support to implement changes in strategies.

Some children need very specific and detailed planning, which could include a shortened day. When significant adaptations are made to a pupil's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, The Local Education Authority and external agencies.

In the unlikely event of a pupil exhibiting behaviour which disrupts the school or places staff and pupils at risk of harm or distress, parents/carers will be contacted immediately. The Head Teacher and Teacher in Charge will discuss the matter with parents/carers and explore strategies for addressing the challenging behaviour. If the implementation of the agreed strategies is not effective it will be necessary to consider the appropriateness of the placement

16. B1/B2

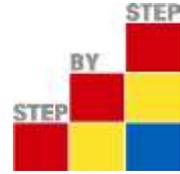
To monitor the impact challenging behaviour has on pupil progress, persistent severe behaviour is categorised into two categories B1 and B2.

All pupils may on occasion display severe behaviours due to a particular event (or series of events) that puts their or others safety at risk and which requires additional support. However, it is usually possible to address these by assessing the function of the behaviour and reviewing proactive and/or reactive strategies on the pupil's behaviour plan. To qualify as B1 or B2 the pattern of behaviour should reoccur persistently over a period of time. The duration will depend in part on the severity of the behaviour. Any allocation to B1/B2 behaviour groups will be made based on review of behaviour data and a discussion between the pupil's Class Leader and a member of the Senior Leadership Team.

Typical behaviour group – Although socially inappropriate behaviours that interfere with learning may occur, these are not severe and persistent. Behaviour can be managed within the pupil's standard behaviour plan.

B1 – Behaviour is **severe, persistently interferes with learning** and without additional support would **at times impact on the pupil or other's safety**. **Additional resources (i.e., staff, space) need to be available during identified times** to maintain a safe environment in which all pupils can learn. Additional support from a Board Certified Behaviour Analyst (BCBA) is necessary.

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The effectiveness of the additional input will be reviewed and monitored at regular intervals over a set period of time. If it has not been possible to fade this additional input over time the pupil may move to B2 category.

B2 – Behaviour is severe, persistent and significantly interferes with learning. Without additional support behaviour would frequently impact on the pupil and other's safety. Additional resources (i.e., staff, space) are required at all times to maintain a safe environment in which all pupils can learn. Additional support from a BCBA is necessary.

Severe behaviour refers to behaviours that result in:

- injury to self
- injury to others
- damage to property

When pupils fall into the B1/B2 behaviour categories, it is often necessary to reduce targets to focus on behaviour management strategies. Additionally an emergency behaviour plan will sometimes be required to include measures that may be needed in an emergency to ensure the pupil or other's safety (e.g., emergency services, ground hold recovery)

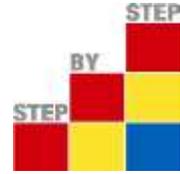
2:1 input is not available or appropriate as long-term provision in our setting. If the Local Authority declines to fund additional input or if despite additional resources (i.e., staff, space), behaviour has not improved, and continues to be dangerous to the pupil and others in the environment, it will be necessary to discuss a change in placement with the local authority.

17. Exclusion (see exclusion policy)

A decision to exclude a pupil will only be taken where allowing the pupil to remain in school would potentially:

- cause injury to staff or pupils.
- cause damage to school property as a result of the behaviour.
- cause breach of the school's policies.
- compromise the welfare and safety of the pupil or others in the school.
- harm the education of the pupil or others in the school.

No exclusion will be initiated without having first exhausted other strategies or, in the case of a serious single incident, a thorough investigation.



18. Complaints

Most of our pupils are unable to effectively communicate their concerns, therefore, additional members of staff are always available to observe and support during the use of physical intervention. However, it is recognised that a pupil may feel that a member of staff has used physical intervention unnecessarily. To meet these circumstances, it is important that the pupil knows how to voice such a complaint and how this would be treated. It is expected that in almost all cases making time to talk through the incident with the pupil will resolve the matter. It may be necessary to involve another member of staff and this may need to be a member of the senior management team.

On rare occasions, when the matter cannot be resolved within school, the pupil should discuss the incident with his/her parent(s)/carer(s)/guardian(s). Together they should talk to the Head Teacher and decide if the matter needs to be taken further. At this point the pupil and his/her parent(s)/carer(s)/guardian(s) may wish to talk a Board Member. This person will wish to establish all the facts and to discuss the incident with the Head Teacher. If the matter cannot be resolved informally then a formal complaint should be made, in line with the School's Complaints Policy.

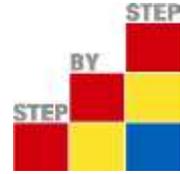
The Governors and Senior Managers of our school will support the actions of staff in the use of physical intervention provided that they have been conducted in the context of this policy, the methods drawn from the Team Teach program have been used and they are in line with the law.

19. Monitoring

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil or young person; this is achieved via monitoring and reflection and:

- records of all behaviour incidents/intervention that take place.
- where injuries have occurred to pupils or staff then an accident form must be completed, signed and filed.
- the policy will be reviewed annually. Its effectiveness will be judged by the confidence of staff in managing behavioural difficulties because of the strategies and procedures outlined in the policy.

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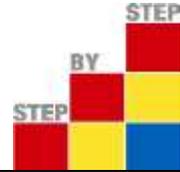
- weekly whole school records of physical intervention strategies used
- termly report to Governors on the above.
- regular review of Individual Behaviour Plans.
- Annual review, by Governors and School Leaders of this Policy.

Policy	Behaviour
Statutory requirement?	Yes
Approved	March 2021
Responsible Officer	OK/BB
Responsible Governor/s	AB
Date of previous version	March 2020
Frequency of Review	Yearly
Date of next Review	March 2022

20. Appendix 1

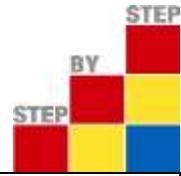
Record of Safe Space Use

Date:	Class:
Pupil's Name:	
Staff Involved:	
Brief description of incident: (attach photocopied ABC datasheets)	



Time pupil entered quiet room:		Total duration:
If an adult re-entered the quiet room, please note down every time this occurred:		
	Yes	No
Is the use of the quiet room on the pupil's behaviour plan?		
Was the pupil in view at all times?		
Was the pupil constantly monitored (e.g. checked every 2 mins)		
If any of the answers above are 'no', please provide more detail:		
	Yes	No
Was the pupil alone in the quiet room?		
Was the door shut?		
If 'yes', please provide details and any other comments:		
Were the parents notified? Y / N H/S book / In person		Communicated via: Phone /

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Date/Time notified:	
Staff Name: Date:	Signature:
Line Manager Name: Date:	Signature: