

St. Andrew's C.P. School



Kirk Ella

# **Safe and Effective Handling of Challenging Behaviour Policy**

**Date of last Review: Autumn 2020  
Review in: Autumn 2021**



## Kirk Ella St Andrew's Community Primary School Policy for the Safe and Effective Handling of Challenging Behaviour

This policy is consistent with the school's main behaviour policy and the same underlying principles of working to de-escalate difficult situations apply.

### **The purpose of this policy is:**

- To help to maintain a safe and well-ordered environment in which pupils can learn and develop
- To keep pupils and staff from physical harm
- To give consistent guidance to staff who are faced with challenging, dangerous and disruptive pupil behaviour
- To make clear the circumstances under which staff may use force or restraint

*Guidance has been taken from the WAG Document 'Safe and Effective Intervention' 041/2010. Its effectiveness will be reviewed annually by governors and the head teacher.*

### **De-escalating behaviours**

Our staff work hard to ensure that very disruptive or violent situations do not arise.

This is largely achieved by the following means;

- Creating positive relationships between pupils and staff based on mutual respect
- Adopting a whole school approach to improving behaviour choices and responding to poor behaviour choices
- Working closely with parents from an early stage
- Use of a range of proactive strategies such as distraction techniques, 'time out' to allow pupils to calm down, individual reward systems to incentivise preferred behaviours etc
- Overt teaching and modelling of preferred behaviour skills
- Implementation of an agreed Pastoral Support Plan for pupils who display very challenging behaviour
- Involving the SENCo and/or an Advisory Teacher for behaviour in planning the best way to prevent outbursts and violence in vulnerable and SEN pupils

Where de-escalation has not been successful, then as a last resort, REASONABLE FORCE may be needed to manage extremely challenging behaviour; it may also be used in response to an unforeseen emergency situation.

### **Using Force to Control or Restrain Pupils**

It is important to differentiate between these two different purposes of force.

- Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupils' path) or active physical contact (e.g. guiding a pupil away)
- The Active use of reasonable force can comprise at its least intrusive, prompts to encourage a person to move; guides and escorts to overcome minim resistance through to restraints to overcome rigorous resistance.at the most intrusive end of the spectrum.
- Restraint is needed in more extreme circumstances and is intended to stop a child from continuing to do something such as hurting another person, hurting themselves or causing damage to property. A restrictive hold, carried out by a trained member of staff, may be used to restrain a child.

### **The Law in Relation to Use of Force by School Staff**

Section 93 of the Education and Inspections Act 2006 enables school staff to use REASONABLE force to prevent a pupil from the following;

- Committing any offence
- Causing personal injury
- Causing damage to property
- Prejudicing the maintenance of good order and discipline at the school

Further detail is available in the government document Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies July 2013

In line with this, all staff at Primary School have the authority to use reasonable force in the following circumstances:

- To prevent a pupil from attacking another pupil or member of staff
- To prevent a pupil from causing serious deliberate damage to property
- To prevent a pupil behaving in a way that seriously disrupts learning
- To prevent a pupil from causing harm to themselves or others

### **Serious Deliberate Damage to Property**

Serious deliberate damage includes acts such as breaking a window, cutting or throwing furniture, scratching or kicking cars and forcibly breaking equipment.

### **Serious disruption to discipline and learning**

We define 'serious disruption' as an act which:

- makes learning impossible for the pupil and others
- creates major upset amongst other pupils
- provokes escalating challenging behaviour in other pupils

### **Reasonable Force**

The amount of force used should always be reasonable, proportionate and necessary to the circumstances. The degree of force used should be the minimum needed to achieve the desired effect with the maximum care. Staff should therefore make an assessment of the impact of allowing the challenging behaviour to continue before deciding to use force.

*In cases of extreme danger (e.g. a pupil is about to run into a road) physically stopping a pupil is always a REASONABLE course of action.*

### **IT IS ALWAYS UNLAWFUL TO USE FORCE AS A PUNISHMENT.**

With the above in mind all staff are authorised to use reasonable force as a last resort to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. (Use of reasonable force advice for headteachers staff and governing bodies July 2013)

Kirk Ella St Andrew's Community Primary School considers that pupil safety is of paramount consideration and as a result staff who are Team Teach trained will wherever possible use the prompts, guides and holds accredited by BILD Team Teach training. Holds are reviewed at regular intervals and staff need re-accreditation every 3 years.

While the overriding principal with all holds is that the child's safety is paramount 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 child remains safe.

Where it is likely that restraint will be necessary this will be recorded in the child's Pastoral Support Plan and the school incident log book after discussion with parents/carers.

### **Working realities statement**

Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an

incident involving use of force. The following statement should be made both in local & corporate policy:

"Team-Teach techniques seek to avoid injury to the service user, 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".

(George Matthews - Director)

### **Recording and Reporting Incidents**

All incidents of very challenging behaviour should be reported verbally to the SENDCo in the first instance. The SENDCo will carry out an informal and supportive debrief with staff and will address any further training needs as soon as possible. The SENDCo will keep an on-going incident log.

Where it is expected that for a particular child significant force may be needed on a regular basis a Pastoral Support Programme will be put in place in consultation with parents. Parents will therefore be aware of the ways in which reasonable force may be used with their child.

**Incidents of significant use of force should always be formally recorded** in the school's incident log for the child and in greater detail on the school's Incident Report Form and filed in the SEND office. In these circumstances parents should be informed of the incident either in person or by telephone. This will be followed up by a letter to parents with a receipt which should be signed by the parent. Any injuries should also be recorded in the Accident Book.

Incident logs will be monitored and reviewed regularly and will inform practice.

Incidents will be followed up in order to rebuild and restore positive relationships.

After the first incident of significant use of force involving a pupil, a risk assessment will be carried out to determine the likelihood of future incidents and the appropriate de-escalation strategies to employ.

**To be reviewed: Autumn 2021**