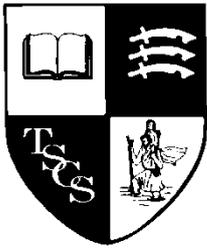


# THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



## Academy Trust - Special School

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## THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST

### BEHAVIOUR MANAGEMENT POLICY

**First written: January 2018**

#### Introduction

This document aims to provide a formal explanation of the behaviour management policy which is used at The St Christopher School Academy Trust. It is written in conjunction with relevant Department for Education (DfE) guidance on behaviour within schools, discipline, restraint and restrictive interventions (see Bibliography).

#### Philosophy

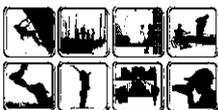
At The St. Christopher School our belief is that pupil welfare is paramount and any decisions or actions, should always be made in the best interests of the children who attend. This is reflected in our approach to behaviour management, where all strategies attempt to prevent and defuse possible conflict situations. Whilst every attempt is made to de-escalate, it is also recognised that due to the nature and varying needs of our pupils, planned and proportionate physical interventions will in certain circumstances be both reasonable and necessary.

#### The Law

The use of all forms of physical intervention and physical contact are governed by the criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault. In addition the application of physical restraint may infringe the human rights of a child or young person. However in certain circumstances the use of a Restrictive Physical Intervention can be justified:

In school and education settings Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force;

- In the likelihood of injury to the child or young person.
- In the likelihood of injury to others.
- In the likelihood of serious damage to property.
- To prevent the committing of any offence.
- To maintain good order and discipline.



LOtC Mark (Gold)

Learning Outside the Classroom



Southend-on-Sea

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## Principles

The use of Restrictive Physical Interventions is also governed by the principles of ethical practice.

The intervention should;

- be in the best interests of the child or young person,
- be reasonable and proportionate to the circumstances,
- use the minimum force necessary for the minimum time necessary,
- be based on a comprehensive risk assessment,
- have regard for other young people or adults present,
- respect the safety and dignity of all concerned.

## De-escalation

De-escalation techniques should always be used to avoid the need to employ a Restrictive Physical Intervention, unless the risk is so exceptional that it precludes the use of de-escalation. The de-escalation techniques should be appropriate to the child or young person, acknowledging that the child or young person may not have sufficiently developed language skills to be able to respond to verbal de-escalations.

At The St Christopher School we use a huge range of support structures and techniques in order to de-escalate, reduce stress and lessen anxiety. The approaches employed will vary depending on the specific needs of the pupil. The following techniques, although far from being an exhaustive list, are all used on a regular basis, in order to avoid the need for restrictive physical interventions.

- Adjustments to environment – Staff are aware that certain pupils may require access to specific sensory equipment in order to support them. Early years classrooms are designed, set up and maintained in different ways to those inhabited by secondary children. The physical make up and layout of all environments are fully risk assessed in order to best comply with the needs of the individual.
- Personalised time tables – all pupils access timetables which best fit their needs. The school day for each individual may differ depending on what staff feel will be of most benefit both academically and socially. If certain lessons or times of the day are known to induce anxiety or stress, then arrangements are made to address this.
- Communication – effective communication is pivotal across many aspects of education but is particularly important in terms of building trusting relationships. Staff are trained in a wide range of communication techniques both oral and visual. This allows staff to explain decision making to pupils, helping them to understand and accept the reasoning behind specific outcomes.
- Change of face – staff realise that often pupils are unable to calm effectively, if they feel a temporary hostility toward a specific member of staff. By allowing another staff member to take ownership of the situation, de-escalation can often occur more quickly. This should not be seen as sign of weakness or fragility on the part of the original member of staff, who may well return at an appropriate time later on, to conduct an evaluation with the pupil.
- All staff make appropriate levels of reasonable adjustment toward expectations concerning individual pupils, based on their professional judgement. Although clear consistent boundaries are vital, this must always be balanced by the ability to differentiate behaviour management depending on the circumstances.
- Other strategies commonly employed include distraction, humour or simply allowing students time to process events for themselves. Quiet areas and time out rooms are available if pupils wish to use them.

## **Support Plans**

Support plans or behaviour management plans are used across the school. These form the basis for initial assessments made by staff on individual pupil needs and are working documents, which are updated at regular intervals. These plans identify which behaviour management strategies might be best utilised in order to de-escalate the pupil in times of crisis.

Recognising that physical interventions may be necessary with certain pupils, behaviour management forms also identify which practical handling techniques have historically been most effective. Behaviour management forms provide staff with an essential, centralised bank of information which can be very helpful for new staff or those working with a child for the first time. An example of our behaviour management forms can be found in appendix A.

## **Training**

As mentioned previously, although every attempt is made to reduce the requirement for restrictive physical interventions, due to the nature and needs of our cohort of children, at times this may be required. In order to minimise the associated risk, should this be necessary, all staff are fully trained in positive handling techniques. Team Teach is an accredited training package that is proven to reduce incidents, improve safety and boost staff confidence in term of both behaviour management and positive handling techniques. The school initially funded training and now finances the re-certification of four members of staff to be Team Teach trainers. They in turn train and certificate all other members of staff, ensuring the entire staff body are kept fully up to date. The Team Teach ethos emphasises the importance of de-escalation, whilst preparing staff to safely manage situations should a physical response be required. All the taught physical techniques allow for the maximum amount of therapeutic care, without relying on the use of locks or pain for control.

## **Reporting and Recording**

The school has developed a vigorous and comprehensive system to ensure that incidents (both physical and emotional) are reported, recorded and monitored. Once an incident has occurred, staff are required to complete an incident form as quickly as possible, whilst also allowing time for them to recover if needed. The key points of the incident must also be recorded in a bound book within an hour of it occurring. Incident reports include the following information:

- the names of the staff and children or young people involved
- the date, time and place of the intervention
- the child's medical diagnosis
- the description of the behaviour/incident
- the nature of any de-escalation used seeking to prevent the need to intervene physically
- the type of and duration of physical intervention used (if any)
- follow up action taken by staff including details of any internal exclusion
- the views of the child or young person and debrief (where appropriate).

A copy of the St Christopher incident form can be found in appendix B.

## **Follow up, Debrief, Monitoring and Evaluation**

After any incident the school recognises the importance of learning and informing future practice. All staff and pupils involved in an incident are given ample time in order to reflect on what happened and if need be, relevant support from the school pastoral team or senior leadership will be made available. Although physical interventions must always be reasonable, proportionate and necessary, if managed correctly they can also provide an effective opportunity for building trust and feelings of security. As part of the follow up process and depending on the severity of the incident, a member of the tutor group staff or the senior management team will also phone the pupils parents or carers, in order to keep them fully informed.

The monitoring of recorded incidents performs a number of important functions, including compliance with statutory requirements.

Monitoring and evaluation of incidents also provides valuable information pertaining to the welfare of pupils and staff performance. In turn that can then feed into the identification of further training needs. At The St Christopher School all incident report form information is analysed by a member of the school office team, who then provides senior management with the empirical data. This data is evaluated in order to identify any patterns or trends and all findings are then disseminated back to staff and presented to the governing body.

### **Further Reading**

This policy has been written in partnership with and should be interpreted in conjunction with:

The St Christopher School Safe Touch Policy  
The St Christopher School Anti-bullying Policy

### **Bibliography**

Reducing the Need for Restraint and Restrictive Intervention - Children and Young People with Learning Disabilities, Autistic Spectrum Disorder and Mental Health Difficulties (Department of Health and the Department for Education, 2017)

Children's Views on Restraint, reported by the Children's Rights Director for England (Ofsted, 2012)

Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges (NICE Guideline, 2015)

Behaviour and Discipline in schools: Advice for head teachers and school staff (Department for Education, 2016)

A Protocol for Local Children's Services Authorities on Restrictive Physical Interventions in Schools, Residential and Other Care Settings for Children and Young People. (Association of Directors of Children's Services Health, Care and Additional Needs Policy Committee Task Group, 2009)



## The St. Christopher School Academy Trust Behaviour Management Plan



Name:

DOB:

Date:

**Behaviours/Situations likely to result in physical intervention:**

What is the behaviour like?

When does it occur?

Where does it occur?

**Medical conditions to be taken into account before physical intervention**  
e.g. asthma, brittle bone

**Member/s of staff pupil responds well to:**

**Useful strategies:**

**Things to avoid:**

**Any other relevant information, including pupil comments:**

**Reasonable adjustments made before physical intervention (circle):**

Give time	Distraction	State consequences	Praise partial compliance	Humour
Give space	Reassure/ Remind	Other staff intervene	Repeat request	Use of symbols
Talk calmly	Give a count	Instruct other pupils	Remove stimulus	

Other:

	<b>The St. Christopher School Academy Trust</b> <b>Behaviour Management Plan</b>	
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<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>
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**Preferred Handling Strategies to be used:**

Friendly Hold <input type="checkbox"/>	Single Elbow <input type="checkbox"/>	Figure of Four <input type="checkbox"/>	Double Elbow <input type="checkbox"/>	Wrap <input type="checkbox"/>
Walking <input type="checkbox"/>	Standing <input type="checkbox"/>	Chairs <input type="checkbox"/>	Other: <input style="width: 150px;" type="text"/>	

**Debrief process required e.g. Giving space, talking through etc:**

**Signatures:**

Child (where appropriate):

Teacher who will oversee plan:

Head of School:

Review