



## **Behaviour and Physical Interventions Policy**

**Date written: February 2019**

**Date Reviewed : February 2022**

**Date Reviewed: February 2023**

**Date Reviewed: February 2024**

**Date of next review: February 2025**

**This policy will be reviewed following any concerns and/or updates to national and local guidance or procedures**

## Key Contact Personnel in College

Nominated Leadership Staff member responsible for the policy: Matthew Jones

Named Director with lead responsibility: Richard Dalton

### **1.0 INTRODUCTION:**

- 1.1 The young people at Grow 19 have learning difficulties, autism and needs which are complex in nature. In order to ensure that all learning opportunities are maximised, and learners feel valued we need a behaviour policy which is CONSISTENTLY delivered by all staff. This will enable staff to encourage learners to adopt socially appropriate behaviour which will, in turn, enable them to participate within the community.
- 1.2 Staff will set high expectations for all learners whilst valuing each person individually. All learners will be treated with the same respect and dignity regardless of the degree of learning difficulties or behavioural challenges.
- 1.3 Successful positive management of behaviour is dependent on the philosophy of the college and its ethos. Positive behaviour should be constantly and appropriately reinforced. This is necessary to ensure that learners develop positive behaviours for learning and life. It is also imperative that all staff are aware that their own behaviour and attitudes can influence our learners 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.
- 1.4 Behaviours which challenge people can be stressful so it is important that staff feel able to discuss problems with regard to behaviour management. Staff must be able to rely on and support each other and recognise that there may be times when another adult needs to step in to offer support.
- 1.5 Grow 19 uses PROACT-SCIPr-UK® as a behavioural framework. This is a values based approach with an emphasis on being proactive. *'The aim is to raise the persons self-esteem, improve quality of life, empower them and enable them to live a more independent and fulfilling lifestyle'*
- 1.6 Physical intervention should only be used as a last resort (proportionate and least restrictive) and when other proactive and active strategies have been exhausted.
- 1.7 Following challenging behaviour episodes all incidents must be recorded. Staff that have had to use physical intervention will be offered the opportunity to have a de-brief meeting to discuss their feelings and emotions with a senior member of staff. This facilitates discussion that will focus upon the health and safety of staff, learners and other centre users, risk assessments, personal support plans and agreed strategies including de-escalation for the future. This de-brief will take place as soon possible.
- 1.8 The behaviour policy will be continually updated as new legislation or behavioural approaches are introduced. This will also be influenced in the light of our own experience.
- 1.9 This policy should be read in conjunction with all other school policies but in particular with our Safeguarding policies and the Health and Safety Policy.
- 1.10 The organisation and management of behaviour is underpinned by a whole college approach. All staff adopt a positive approach to the behaviour of learners with an emphasis on support to develop mutual and independent regulation skills, recognition of community and workplace expectations, personal progress and achievement. This is aligned with the natural, real life consequences of inappropriate actions as an adult.

- 1.11 A holistic approach involving all stakeholders is integral to the success of the behaviour management policy.
- 1.12 Staff recognise the need to be proactive i.e. foreseeing possible behavioural difficulties before they occur rather than adopting a reactive approach i.e. coping with challenges after they arise.

## **2.0 AIMS:**

- 2.1. The College policy for the management of behaviour aims :
- ★ To create a climate where learning can flourish.
  - ★ To protect basic rights of safety, learning and respect.
  - ★ To set out expectations where learners can achieve.
  - ★ To support learners to understand socially appropriate and acceptable choices.

## **3.0 OBJECTIVES:**

- 3.1. To have agreed behaviour management procedures which are known by all staff and underpinned by positive behaviour support.
- 3.2. To have a defined structure for behaviour management to support staff, which incorporates quality first teaching, procedures based on the learner agreement and code of conduct, mentoring and working with parent/carers and /or other agencies.
- 3.3. To provide a challenging and relevant curriculum which promotes links between learning and fosters positive self-esteem and independence.

## **4.0 RECORDING AND ASSESSMENT**

- 4.1 Personal Support Plans (PSPs) are drawn up when appropriate using a common format (See Appendix 1). The personal support plan is formulated by learners, staff, parents (with consent of the learner) and any other appropriate external agencies. Personal support plans should include planned and agreed approaches to the management of a learner's behaviour (including physical intervention) within their day-to-day routine. Any unplanned intervention will prompt a review of the personal support plan. Any plan that includes any restrictive physical intervention must include a restraint reduction plan. *'It is in the context of a shared commitment and belief that the use of all restrictive interventions and practices should be minimised.'* (Restraint reduction network, 2019)
- 4.2 Personal support plans will be monitored and reviewed regularly and information disseminated to all concerned. The Personal Support Plan will be used as a live working document with old plans archived, in order to show student progress.
- 4.3 It is the responsibility of all staff to ensure that behavioural/intervention incidents are recorded in as much detail as possible. All incident reporting should be completed **within 24 hours** of, or the same working day as the incident taking place. A Body Map should be completed if a significant injury has occurred (Appendix 2)

## **5.0 ORGANISATION & DELIVERY**

- 5.1 Grow 19 aims to provide a positive climate with high expectations of all learners in respect to personal achievement. Staff recognise the association between high expectations, quality of teaching and good behaviour.
- 5.2 Staff should offer consistent communication when carrying out behaviour management, paying attention to both body language and speech. All staff need to be aware of individual learners needs.

- 5.3 Learners need to be aware of the learner agreement and community / workplace expectations to understand acceptable standards of behaviour.
- 5.4 It is important to remember that learners are adults with mental capacity to make their own decisions and choices.
- 5.5 Behaviour management should focus on SUPPORT rather than CONTROL.
- 5.6 Learners should be given the opportunity to discuss behavioural issues and participate in problem solving and resolution. Following all behavioural incidents, learners should have the opportunity to reflect upon what happened. They should be supported as appropriate to be able to engage in the process, through for example, the use of simplified language, visual imagery or alternative and augmentative communication.
- 5.7 Good classroom practice and role modelling of all staff promotes good behaviour. Expectations should be clearly communicated to learners. At the start of each lesson the tutor will inform them what they are going to do within that particular session and what they are expected to achieve. Staff ensure that through their differentiated planning, targets are realistic.
- 5.8 It is important that lessons are calm, have well established routines and rules. There should be sufficient resources and equipment to ensure that the learning environment is stimulating.
- 5.9 The curriculum should be interesting and relevant. A range of strategies should be employed to ensure that the preferred learning styles of all learners are met. There should always be equal opportunities.
- 5.10 Staff need to be confident and demonstrate sincerity when implementing personal support plans, as learners may play on any staff insecurities.
- 5.11 Building positive relationships and developing rapport with learners is paramount to avoiding challenging incidents and helping learners develop mutual or self-regulation skills.
- 5.12 It is important to remember that all new strategies will take time to work. Learners also require time to process information / instructions and time to respond. An important skill for staff to adopt is one of listening.
- 5.13 As previously stated, good classroom practice promotes good behaviour. 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 learners in a discussion about their actions, behaviours and the consequences
  - ★ Consistency of approach adopted by staff

## **6.0 DAY TO DAY MANAGEMENT**

- 6.1 General expectations of good behaviour and conduct are always promoted. Reminders may need to be given. This can be done by using tone of voice (NOT SHOUTING), and facial expression.
- 6.2 When issues arise, it is important to
- ★ Separate the behaviour from the person and respond to the problem by making it clear that the behaviour is disapproved of whilst the person is still valued. Rebuilding professional relationships is important.

- ★ Understand that the person is an adult with the mental capacity to make choices, even if they appear wrong
  - ★ Seek creative solutions.
  - ★ Look at and more fully understand the functions of the behaviour and the Antecedent, Behaviour and Consequence. (Before, during and after)
  - ★ Identify support that might be needed to help the learner reduce further recurrences of the undesired behaviour.
  - ★ Recognise and respond to the fact that some staff may be more effective when dealing with a particular learner.
- 6.8 A sanction is an agreed constructive approach to dealing with a conduct issues, a behaviour problem or incident. It is recognised that even occasional inappropriate behaviour may still need sanctions.
- 6.9 Sanctions need to be clear, brief and timely.
- 6.10 In this light it is important to remember that discussing the learner behaviour with peers/other staff may be done constructively but if not undertaken thoughtfully may result in a loss of dignity to the learner.
- 6.11 The responses and behaviour of staff when applying sanctions should be examined as closely as that of the learner.
- 6.12 A constructive approach is adopted with respect to the application of sanctions making a clear distinction between minor and the more serious conduct issues, which may require further action. Restorative discussions and approaches should be encouraged where possible.
- 6.13 **AGREED SANCTIONS:**
- ★ Reprimand – drawing to the learner’s attention the inappropriate behaviour and use of signing/symbol if appropriate.
  - ★ Restitution - putting things to right "Now clean up the mess you have made - thank you".
  - ★ Reparation - undertaking a task that is relevant to the situation as a compensation
  - ★ Agreed loss of access to specific opportunities.
  - ★ Over-correction - correcting the consequence of the behaviour or disruption to a better than normal state
  - ★ Time out - the removal or non-presentation of reinforcement, isolation from class or object;
  - ★ Repetition - repeating work when the standard presented upon completion is not acceptable, providing the standard is achievable for the learner.
  - ★ Apologising to any other person involved
  - ★ Restorative discussions and approaches
  - ★ Referring the learner to an authority figure, e.g. Head of College, Lead tutor.
- 6.14 **FORBIDDEN SANCTIONS.** The following sanctions are expressly forbidden whatever the circumstances:
- ★ Corporal punishment or any other physical punishment
  - ★ Deprivation – i.e. of food, drink.
  - ★ Mechanical Restraint – i.e. the use of equipment to restrain or limit the movement of learners. (If a learner is required to be placed in equipment or a mobility device then it is necessary to ensure that the appropriate use of this equipment is identified in their ‘Educational, Health Care Plan.’)
  - ★ The locking of a learner in a room.
  - ★ Holding the learner up to ridicule through enforced wearing of either inappropriate or distinctive clothing

- ★ The raising of voices – unless the learner or others are in danger.

## 6.15 Searching, screening and confiscation

Grow 19 follows the DFE guidance on searching, screening and confiscation (July 2022)

### Searching

- Grow 19 reserves the right to search a learner for any item if the learner is in agreement.
- Grow 19 deems that the Principal or Head of College can authorise a tutor in their place to use the statutory power to search learners or their possessions when there are reasonable grounds to suspect they are carrying the following prohibited items – knives or weapons, illegal drugs, stolen items, fireworks, items assumed which have been (or likely to be used) to commit an offence or items that could cause personal injury to (or damage the property of) another person.
- The search should include the following locations – learner’s clothes, possessions, and lockers.

### Confiscation

- If the prohibited items are illegal or have been/could be used in a manner constituting to an illegal offence the items will be handed over to the police for them to manage as they see fit.

### Screening

- Grow 19 does not use metal detecting screening methods.

## 7.0 PHYSICAL INTERVENTION

- 7.1 Grow 19 adopts the guidance detailed in ‘Reducing the Need for Restraint and Restrictive Intervention June 2019, DFE.’
- 7.2 ‘Where use of restraint is necessary to safeguard children, young people and others from harm, it should be consistent with clear values and sound ethical principles, comply with the relevant legal requirements and case law and be consistent with obligations under the European Convention on Human Rights, the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities (DHSC, DfE 2019)’
- 7.3 If physical intervention (PI) is required as part of a personal support plan then it must be authorised by the learner / parent/carer and the Head of College. **PI is only used as a last resort** – the acronym ‘TINA’ should be remembered – There Is No Alternative.
- 7.4 There may be occasions where physical intervention is necessary even though a young person might not have a personal support plan due. This may be the result of some unexpected crisis behaviour. When a learner’s behaviour is such that physical intervention will be the only way to ensure everyone’s safety and continue to provide education then this is permitted. (2006 Education Act)
- 7.5 Staff will be trained in the use of PROACT-SCIPr-UK® (Positive Range of Options Avoiding Crisis with Therapy. Strategies for Crisis Interventions and Preventions). This approach is supported by Kent County Council and will be used exclusively unless otherwise agreed following full consultation with all relevant parties. New staff will receive PROACT-SCIPr-UK® training as part of their induction and all staff will attend yearly refresher training.
- 7.6 Key aspects of the training are:
- Clear and unequivocal emphasis on the rights of learners and staff to be kept safe at all times.
  - Physical interventions should only be used when all alternative positive approaches have been tried and the situation is potentially dangerous for learners and staff.

- Staff need to keep themselves safe at all times.
  - Past experiences of learners will affect the way they respond to physical interventions. Those with a history of physical or sexual abuse will often have painful and disturbing memories triggered by such interventions.
  - Learners with the above experiences could also experience adverse reactions to witnessing physical interventions.
  - Lived experience.
  - Environmental factors that affect quality of life and ability to function.
  - The impact of trauma and attachment on a person.
  - Gateways – these are key concepts for all staff to check in the process to better meet learner needs.
  - A holistic whole approach to meeting individual need.
  - All actions must be conducted in the context of the school's policy.
  - Staff have a right to be trained in the use of physical interventions, including health and safety and the law.
  - Clear and accurate records of the antecedents, behaviour and consequences must be maintained.
  - Positive approaches and appropriate physical interventions should be detailed in the learner's individual personal support plan.
- 7.7 Physical interventions should only be used when all other strategies have been tried and found to be unsuccessful. In the first instance staff should always try to plan for an individual's needs by:
- considering changing the environment
  - providing a range of physical activity
  - offering an alternative curriculum
  - providing sensory input
  - offering individual communication systems
- 7.8 When trying to diffuse a potentially difficult situation staff should:
- implement individual calming techniques e.g. distraction, food, sensory activities
  - appropriate use of voice in terms of pace, volume and tone
  - adjustment of body position to ensure minimum threat to the learner and maximum safety
  - staff generally adopting a sideways stance
  - using facial expression and eye contact in a positive and calming manner
  - making clear the expectations of all concerned
  - seeking help from other staff to diffuse the situation, offer support and act as a witness.
- 7.9 It is recognised that there could be instances of bullying within the College. Bullying will be dealt with in the same way as all other inappropriate behaviour i.e. once the behaviour is seen it will be observed, assessed and managed.
- 7.10 The Principal authorises members of staff to use reasonable force to support learners if they are:
- ★ Committing a criminal offence
  - ★ Injuring themselves or others
  - ★ Causing damage to property
  - ★ Engaging in behaviour prejudicial to maintaining good order and sanction at the college. (e.g. disrupting and preventing teaching taking place and endangering others)

The authorisation applies on college premises and when a staff member has lawful control of the learner concerned elsewhere. This authorisation includes tutors/teachers, higher level teaching assistants, senior teaching assistant, teaching assistants, administration staff and all other PROACT-SCIPr-UK® trained members of staff. Staff should not be expected to put themselves in danger and if necessary it might be expedient to remove other learners

and themselves from risky situations. We do however value staff's efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the learners.

7.11 When physical intervention is used relevant considerations should be taken into account

"The use of force can be regarded as "reasonable" only if all the particular circumstances warrant it – otherwise it is unlawful; therefore, physical force should not be used to prevent trivial misdemeanours

"The degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent. (SECTION 93 Education & Inspection Act 2006)

7.12 The definition of restraint is the use of force to compel a learner or student to comply with the aim of the staff member. The level of force required to make an intervention that falls within the remit of this policy is difficult to formalise. It is essentially a judgement that relates to the action of the learner or student, their characteristics and the action of the staff member. The intention is that the recording and monitoring procedures will ensure that these judgements are agreed and acknowledged as appropriate to the circumstances.

**Escorting** – accompanying for protection or guidance. This only should be considered as restraint when the level of compliance and degree of physical force are so great that the learner is overpowered in order to be escorted.

**Holding** –to assert authoritatively. This should only be considered as restraint when the level of compliance and degree of force are so great that the learner is overpowered and had no choice but to remain in the hold.

**Restraint** – The application of force with the intention of overpowering the young person to prevent them from harming themselves or others or damaging property.

7.13 The minimum force necessary should only be used and it should never be used as a form of punishment.

7.14 Physical intervention can also take a number of forms e.g.

- physically stepping in between learners
- standing in the way of learners
- holding, pushing or pulling e.g. pushing/pulling someone out of the way of a vehicle
- leading a learner or student away from an incident

7.15 Any more restrictive interventions should only be used following training in PROACT-SCIPr-UK® methods. All staff will be trained in PROACT-SCIPr-UK® methods and will receive regular yearly updates.

7.16 Any physical intervention required on a regular basis used within the context of PROACT-SCIPr-UK® will be clearly set out and agreed within the Personal Support Plan. This will look to be reduced over time with a restraint reduction plan.

7.17 No person is expected to put themselves at risk by intervening to support a learner, however, the safety of the learner, other learners and staff is paramount.

7.18 The Directors and Senior Leadership Team of the college will support the actions of staff in the use of physical intervention provided that they have been conducted in the context of this policy and the methods drawn from PROACT-SCIPr-UK®.

7.19 When intervention is necessary the following factors are important:

- ★ Other techniques have been used first



- ★ Intervention is the final resort
- ★ Only use the minimum intervention necessary
- ★ Only intervene for the minimum length of time necessary
- ★ Only agreed PROACT-SCIPr-UK® procedures to be used by trained staff unless the Duty of Care overrides this in an emergency situation
- ★ The incident and intervention must be recorded and reported to the Head of College
- ★ Parents / carers must be informed on the same day whenever an intervention has been used.

7.20 At times it may be necessary for staff to undertake a 'dynamic risk assessment'. This involves fluid environments, where individual staff may need to make quick mental assessments and actively manage risks. This may be the result of a new behaviour being displayed or behaviours being displayed which puts the learner or others in danger. Doing a dynamic risk assessment enables staff to continuously evaluate the implications of changing conditions or situations.

## 8.0 CHALLENGING BEHAVIOUR

- 8.1 Definition – behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in jeopardy, or behaviour which is likely to seriously limit or delay access to, and the use of, ordinary community facilities. "Emerson et al" 1997.
- 8.4 The nature of challenging behaviour is such that even with all the expertise available there exists no simple easy answer to its management or model that can generally be applied to its manifestations.
- 8.5 Staff therefore have to approach such behaviours with calmness and open mindedness using careful observation, analysis and planning. Support services may usefully assist with this. The adopted Risk Assessment Proforma is included in Appendix 2 for learners showing high incidents of challenging behaviour over an extended period of time.

## 9.0 UNDERSTANDING THE BEHAVIOUR.

- 9.1 The PROACT-SCIPr-UK® framework supports the understanding of:
1. All behaviour is a form of communication
  2. The function of the behaviour
  3. The whole approach
  4. The understanding of the setting events, antecedents and consequences within a behavioural episode
  5. The assault cycle and calming times
  6. Individuals needs eg sensory, health, physical, mental, social and wellbeing.
  7. The use of Proactive (70%) Active (20%) and reactive strategies (10%)
- 9.4 It is recognised that a learners' need could be disguised or the same behaviour used to communicate a number of different needs. Even if interventions, given reasonable time, do not seem to impact upon the behaviour they may well still assist in its diagnosis. It is recognised that it takes time to learn a new more appropriate behaviour.
- 9.6 Behavioural Interventions – when prescribing individual programmes different aspects of function must be taken into account.
1. Pattern of behaviour
  2. Developmental level
  3. Physical disability
  4. Associated neurological impairments
  5. Underlying aetiology and pathology

## 6. Social and emotional factors

The selection of appropriate strategies is complex. Consistent monitoring of behavioural changes and sound knowledge of the learner will reveal if the correct intervention has been implemented.

1. Define steps clearly
2. Define observable specific desired behaviours
3. Clearly define inappropriate behaviours
4. Clearly define reinforcement strategies
5. Determine measurable criteria
6. Monitor and record student response

Prevention of violence and inappropriate behaviours through manipulation of antecedents and calming techniques should always be the initial choice of strategy. The procedure for intervening in an aggressive situation is specific to each individual. The minimum amount of staff intervention for these incidents must always be stated. No behavioural programme will be devised without liaison with the learner and where consent is given parents/carers and other agencies.

Understanding the probable causes of behaviour is a pre-requisite for developing a positive behaviour programme.

<b>Antecedents</b>	<b>Positive Interventions</b>
Psychiatric disorders	Realistic goals
Temperature/weather	Independence skills training
Reaction to medication	Positive reinforcement
Medical/health	Functional communication programme
Fatigue	Health education programme
Low self-esteem	Respect of emotional needs
Possible intervention (to above)	Social praise
Limited communication skills	Increase motivation
Possible intervention (to above)	Confidence building
Impaired emotional responses	Communication programme
Possible intervention (to above)	Interactive programme
Need for attention	Opportunities for personal space
Possible intervention (to above)	Low distraction environment
Poor self-identity	Constant setting
Possible Intervention (to above)	Consistent routine
Over stimulation	Trust building
Possible intervention (to above)	Sound knowledge of learner
Resistance to change	
Possible intervention (to above)	
Physical discomfort	
Possible intervention (to above)	

## 10.0 STAFF SUPPORT

- 10.1 At this college the management of problem behaviour is regarded as being joint responsibility and not the sole responsibility of the member of staff dealing directly with the learner.
- 10.3 The ethos of the college is such that all staff can discuss with colleagues concerns they have about individual learners and obtain support and guidance.
- 10.4 A team approach is adopted and maintained. Opportunities exist to discuss problems at class team and department levels.

10.5 As soon as possible after the use of physical intervention, the members(s) of staff involved should be de-briefed by Head of College or Lead Tutor (that was not involved in the incident), to allow for reflection upon the event and a facilitated discussion re. the warning signs of an impending incident, whether any previously agreed behaviour plans were followed, what de-escalation strategies were used and how effective they were, and what might be done differently in future.

**11.0 PREVENTION CHECKLIST:**

11.1 Physical interventions are only employed after other, less intrusive, methods e.g. de-escalation strategies have been fully explored and found wanting. Prevention of challenging behaviours through alternative methods should reduce the extent to which physical interventions are employed.

**11.2 Prevention checklist (BILD 1996)**

1. Analyse environmental and personal setting conditions.
2. Reduce exposure to situations where personal and setting conditions occur together.
3. Identify triggers for aggression and violence.
4. Avoid the presentation of triggers at critical periods.
5. Adapt the environment to minimise the likelihood of serious harm.
6. Develop behaviours that lead to positive behaviours.
7. Consider personal triggers such as hunger, thirst pain and Environmental factors such as heat, cold and noise.

11.3 Physical interventions are not seen as a discrete self-contained package, but a graduated response to minimise conflict/anxiety and avoid confrontation. Physical interventions are only employed when other less intrusive approaches have been fully explored. Physical interventions are always combined with other strategies designed to support the development of more appropriate behaviours (BILD 1996).

**11.4 Supportive physical contact**

1) Touch Support

At the college, some learners may require gentle touch/contact. During these times PROACT-SCIPr-UK® principles and techniques will be implemented to ensure safe handling at all times:

- to encourage them to move from A to B
- to support with mobility difficulties
- to calm

11.5 **PROACT SCIPrUK® Physical Interventions:** The following interventions may be used:

Assertive Commands
Touch support
Two Person Touch support (RC)
Protective Stance 1 & 2
One Person Escort (PS) (R)
One Person Escort with touch support (PS) (R)
The Hug (PS)(R)
Front Arm Catch (RC)
Front Approach Prevention (RC)
Front Hair Pull Stabilisation and release / with assistance (PS)
Back Hair stabilisation and release/with assistance (PS)
Front Choke Windmill Release (PS)
Back Choke Release (PS)
Two Person Arm Support (RC)

- 11.6 Physical interventions listed above may be “appropriate/necessary” for a variety of reasons.
- There is an imminent risk to self
  - There is an imminent risk to others (staff or learner)
  - There is an imminent risk of damage to property
  - There is an imminent risk to well being, good order and security of peers
  - A learner is engaged in a criminal act.
- 11.7 The interventions trained each year are planned following a pre-audit based on the changing needs of the learners. Additional person specific training may take place outside of the normal training programme based upon a risk assessment as required.
- 11.8 All incidents will be logged and recorded on Myconcern.
- 11.9 All staff are given induction PROACT-SCIPr-UK® training in PBS, Positioning and proactive PIs (Assertive Commands, Stance, Protective Stance and Touch Support) All learner facing staff have the Introductory and (annual) refresher training (subject to individual risk assessment).

## **12.0 TIME OUT**

- 12.1 Learners may actively choose “time out” to calm down from an episode of challenging behaviour. This could involve moving to a quiet space for a period, for example when their anxiety level rise and they become agitated, in order to calm down and ‘self-regulate’ their behaviour, averting the need for physical intervention.
- 12.2 If learners are presenting with severely disturbed behaviours that place themselves / others at significant risk of harm, under exceptional emergency circumstances they may need to be removed (using reasonable force) to calm down in a supervised quiet area or space, from which they are prevented from leaving, this could be considered as a seclusion-type situation. This is never done to punish or isolate the learner. This is an emergency intervention to maintain safety and is not promoted by the college or the PROACT-SCIPUK® network. Authorisation from Head of college must be sort if this is used. Learners should only remain in these spaces for the shortest possible period of time to manage the situation and restore safety.

All such incidents must be recorded so that a clear record exists and incidents can be analysed for triggers etc and used to help review ‘restraint reduction plans.’

This approach complies with the advice of the The Department For Education / Department Of Health (June 2019) and the BILD Guidance on Time Out and Seclusion (2009)

## **13.0 EQUAL OPPORTUNTIES**

- 13.1 Grow 19 seeks to eradicate unfair and discriminatory practices, especially those that are to the detriment of learners and students on the basis of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability, religious or political beliefs or any other irrelevant distinction.

## **14.0 HEALTH & SAFETY**

- 14.1 Unfamiliar and / or cover members of staff will need to ensure that they have read and understand individual learner’s personal support plans, before working with them. Time for this to be undertaken is built into the start of the college day.

14.2 All staff will be made aware of any behaviour programmes and procedures relating to particular learners. It is the responsibility of the tutor to ensure that personal support plans are regularly reviewed (at least every 6 months) updated and signed by all parties.

#### **15.0 MONITORING AND EVALUTION.**

15.1 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.

#### **Documents used in the formation of this policy:**

Section 550A of the Education Act 1996: The Use of Force to control or restrain learners. Circular 10/98 DFEE

Education & Inspections Act 2006

KCC Invicta Manual – Model School Policies

Kent Guidelines “Developing & Implementing an Effective Policy”

DFEE Circular 9/94 “The Education of Children with Emotional and Behavioural Difficulties

RISK ASSESSMENT PROFORMA – Use of FORCE TO CONTROL OR RESTRAIN LEARNERS – John Perryman

SEN Department DFES

The Children’s Act 1998

Use of reasonable Force – Advice for Principals, staff and governing bodies July 2013

BILD Guidance on Time Out and Seclusion (2009)

Kent PROACT-SCIPrUK® network (2020)

Human Rights Act 1998

BILD Guidance on Time Out and Seclusion (2009)



DFES (2003) Guidance on the use of restrictive physical interventions for learners with severe behaviour difficulties

The Department For Education / Department Of Health (June 2019) document “Reducing the Need for Restraint and Restrictive Intervention. Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings

Behaviour and discipline in schools Advice for headteachers and school staff  
January 2016

Improving behaviour in school, Education Endowment Foundation 2019

Appendix 1 - Personal Support Plan

	<b>Personal Support Plan</b> 	Name:	
		Age/Class:	
		Need:	
		Start date:	
		Update/ review:	

<b>Primary behaviour concern:</b>		Restraint Reduction Plan needed: Yes / No  <i>See detail below.</i>	
<b>Other potential behaviour concerns:</b>			
<b>Antecedents/Triggers:</b>			
<b>Functions of behaviour (SEATS) of behaviour:</b>			
<b>Behavioural outcome/ objective to teach in place of inappropriate behaviour* (see detail below)</b>			
<b>Proactive</b> (Calm and Relaxed/ ready to learn)	<b>Active</b> (on the edge/ becoming anxious)	<b>Reactive</b> (crisis/ significant incident)	<b>Recovery</b> (calming/ relaxing/ back to base state)
<b>What are we seeing?</b>	<b>What are we seeing?</b>	<b>What are we seeing?</b>	<b>What are we seeing?</b>
<b>Support Strategies:</b>	<b>Support Strategies:</b>	<b>Support Strategies:</b>	<b>Support Strategies:</b>

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*Use of safe space when necessary to avoid prolonged physical intervention/ danger to others needs to be agreed prior to use.*

Approved PROACT-SCIPr interventions:

Restraint Reduction Plan : (this section is completed when there are concerns regarding the number of physical interventions used)

Tutor: _____	Date: _____
Learner: _____	Date: _____
Parent/carer _____	Date: _____
Head of College _____	Date: _____

**Appendix 2 - INDIVIDUAL LEARNER RISK ASSESSMENT – (Name)**

**To Be Read In Conjunction With Learner’s Behaviour Support Programme**

<b>Summary of Stated Needs:</b>	
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Potential Hazards (and description)	People Specifically At Risk From Identified Hazards	Control Measures Required To Reduce Risk To Acceptable Level

<b>SUMMARY OF RECOMMENDATIONS</b>

<b>Completed By</b>	
<b>Name</b>	<b>Date:</b>
<b>Signed</b>	
<b>Role</b>	
<b>Formal Review Date</b>	



