

<b>Behaviour Support, Sanctions and Physical Intervention Policy and Procedure</b>	
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<b>Compliance lead</b>	Director of PSTE
<b>Agreed Policy file name</b>	Behaviour Support, Sanctions and Physical Intervention Policy and Procedure
<b>Agree Policy location:</b>	RMT Information area\Policies and Procedures (internal access only)

## **POLICY - BEHAVIOUR SUPPORT:**

### 1. Introduction

Ruskin Mill Trust (the Trust) provides an innovative and experiential education and care for children and young people with complex learning needs.

The Trust recognises the vulnerability of its students and that all children and young people have a right to protection from all forms of harm, abuse and neglect.

The Trust believes that people evidence challenging behaviours as adaptive response to their environments, their life experiences and possible biological challenges that have unhealthy consequences for themselves and others. When we work with students with challenging behaviours, we utilise positive approaches; we work with the student to determine the roots of the problem and the needs that the student is seeking to meet through the challenging behaviours. We work with the student to meet his or her needs in a manner that is safe, effective and fulfilling and which promotes the wellbeing of that student in his or her community.

Some students at the Trust have behaviours that may challenge some staff. The Trust especially emphasizes the development of de-escalation skills in the staff training to intervene early before situations escalate to crisis level and also the skill for the staff to reflect on their own behaviour and contribution to the situation and behaviour of the children and young people. However there may be some situations that arise that could have the risk of becoming harmful or abusive. In order to protect all involved from potential harm it is essential that all interventions used are safe, effective and respectful.

The Trust intends that all staff have a clear understanding of policy, procedures and practice to ensure the safety and welfare of the students and to protect all paid and unpaid staff against allegations of improper or illegal practices.

The Trust staff are trained to adopt a 'Positive Approach to Behaviour that may challenge us' when working with all children and young people supporting them to work and respond in an informed and confident way when presented with challenging situations.

The Trust expects all staff to role-model a culture of appropriate and supportive adult relationships at all times, acknowledging that students model their behaviour on that of staff.

## 2. Principles

Staff are trained to engage with their students in an empowering way that builds relationships which allows the individual to develop self-esteem and confidence, thus opening the way for constructive learning to take place and preventing aggressions before they occur. This work practice requires the following to be in place for learning to flourish:

- An environment that is physically and emotionally affirming for the student; to be affirmed is to be heard, seen and be appropriately responded to.
- The ability to communicate as a two way process, in a way that fully opens up understanding; to be able to communicate verbally or nonverbally according to ability, 'with congruence, acceptance, empathy, positive regard.'
- Referral to other specialists for assessments if behaviour continues to be challenging when the above two criteria are in action.
- Long term commitment, by staff to student, through the difficulties and challenges. Changing behaviour takes time and is best done in the environment and culture described above. The work of changing behaviour requires honest observation, deep self-reflection and for staff to be prepared to continuously examine and change their own approach as they work with the children and young people.
- Staff should work to keep the student's behaviour from escalating to unsafe levels by being skilled to create a supportive environment, developing respectful and meaningful communication and developing self-reflection in working practice.

## 3. Policy statement

The use of physical intervention can present a risk to student and staff, therefore physical intervention must only be used as a last resort where there is a risk of significant harm to self and others and it is most likely to improve the situation. Principles of physical intervention may be taught to staff in circumstances that indicate that, even after creating an environment where positive approaches are well embedded, it appears that there are no other options available at that time to support the student to manage their own behaviour or to maintain safety.

The least restrictive option is a requirement of the Mental Capacity Act 2005 and is enshrined in its section one Principles and the Deprivation of Liberty Safeguard 2015. If any form of restraint is used it must be the least restrictive option for the shortest possible time and in the best interests of the individual. This applies to individuals who lack the capacity to consent to the intervention. Its purpose must be to protect the individual from harm and is a necessary and proportionate response.

## PROCEDURE - BEHAVIOUR SUPPORT:

To ensure the appropriate implementation of this policy all staff will receive a copy of this policy and the signed confirmation will be kept in their staff file that it was read and will be acted on.

### a) Expectations for staff behaviour

- staff working with children and young people will undertake the mandatory de-escalation, physical intervention and safeguarding training and apply those principles in their everyday practice
- Staff who have followed these procedures will receive support from their colleagues and the Trust. Failure to follow this policy and the procedures will generally be considered a breach of duty of care and may result in disciplinary action being taken.
- Staff working with children and young people in the Trust need to be able to cope with and process appropriately the emotions that engaging with behaviour that challenges us may evoke. Staff have to be skilled at de-escalating situations and receive training to do so. This allows difficult situations to be managed in a calm and professional manner.
- In exceptional circumstances staff may have to act in good faith out of a duty of care towards children and young people. The Trust will support staff who have exercised their duty of care appropriately. The Trust recognises the possibility of emergency situations arising where staff will decide to intervene out of a duty of care for a student. It will support staff through the possible consequences of their actions arising from such situations.
- The physical and emotional safety of staff is important:
  - Basic Behaviour Management Training advocates keeping safe by possibly removing self and others from volatile situations - better that the student destroys property and not people.
  - Identified staff may be trained to use physical intervention in order to minimise hurt to either staff or student.
  - Staff are encouraged to take responsibility for their emotional wellbeing by taking advantage of the debriefing and supervision offered to them.
  - Staff may use 'respectful' physical contact in their day to day working with children and young people e.g. close contact to support with a task etc. The need for such contact should be documented in the student's records after consultation with key people e.g. student, their significant carers and key staff etc.

Student information: The Trust will provide information and guidance as to how staff should work with each student. This is done with a student centred approach when accessing information from the central data system, risk assessments, living skills assessment, staff meetings, observations and conversations with the student. Staff have the responsibility to ensure that they are appropriately briefed. This may mean contacting the relevant key worker or manager for up to date information and guidance. This applies to staff working with children and young people on or off Trust property.

## e) Rules for Students

The purpose of rules is to make the living and learning together as enjoyable and safe for everybody involved. They help everybody to interact in a way that respect each other and the boundaries we have in social life. We recognize that some of the children and young people who attend Ruskin Mill Trust have a history of exclusion, “challenging behaviour” and challenging authority. Therefore the college/school and house rules will be discussed during the admissions process and shared through the student and parent handbook.

The Trust recognizes that “challenging behaviour” often occurs around rules. Therefore the views of the students on these rules are sought and the reasons behind them are discussed with all staff and the students.

## POLICY AND PROCEDURE - REWARDS, SANCTIONS AND EXCLUSIONS

### Rewards

The Trust’s ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. For some students a reward chart might be appropriate for many others not; hence the approach to rewards has to be an individual approach which has to be agreed by a number of professionals and clarified in the student’s care and education plan.

### Sanctions

Sanctions used in the Trust are not excessive or unreasonable. Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Where required and where disruptive or socially unacceptable behaviour occurs regularly this is documented and strategies will be documented and planned in a Behaviour Management Plan to ensure a consistent and clear approach to specific behaviors by all staff who work with a student.

Agreed responses are used to set clear boundaries to present and future behaviour.

Asking a student to make an effort to control or change his/her behaviour, involves the adult in an equal or greater effort. Responses should never be used to relieve an adult’s feelings. Whenever responding to a student’s behaviour, it is necessary, as far as possible, to make it clear to the student what is going to happen, and why.

Whenever possible, a response should be appropriate to the situation, and instigated as soon as possible following the inappropriate behaviour. If a student behaves inappropriately in one situation e.g. classroom, response to this should be given in the situation itself and not carried over to another situation e.g. residential setting (unless this is agreed in advance by both sides).

A student should never be denied food or drink. If a student is behaving inappropriately at a meal time, they may need to leave the table and/or the dining room, until they are calmer and ready to join the meal. They must always be offered the food even if this is after everyone has finished the meal, or if it means they need to eat separately.

Exclusion from the group: Students may be excluded from a group or an activity for unacceptable behaviour or to give them the opportunity to calm down and gain control of themselves, but the person responsible for them must always be aware of where they are and what they are doing. Once the student is able to behave properly, he or she should be re-admitted to the group; otherwise, this response loses its point (e.g. the student may use the behaviour to opt out of unfavoured activities).

Allowed sanctions are:

- Taking a short time out and away from the rest of the group or class for reflection and in order to regain emotional control.
- Writing a letter of apology or making something special for someone who has been upset by the behaviour.
- Helping to repair the damage where appropriate.
- Contributing a percentage towards the damage that was caused out of the pocket money.
- Undertaking an extra chore or task like washing the dishes or cleaning the classroom.
- Missing out on a special outing or privilege.
- Eating later after the whole group has eaten if the behaviour is not acceptable.
- If any student is found misusing electronic equipment while in the provision, access to this equipment will be denied for an appropriate period of time

Sanctions that are not allowed:

- any form of corporal punishment;
- any punishment relating to the consumption or deprivation of food or drink;
- any restriction, other than one imposed by a court on—
  - (i) a child or young person's contact with his parents, relatives or friends;
  - (ii) visits to him by his parents, relatives or friends;
  - (iii) a child or young person's communications with any parents, relatives or friends or professionals.
  - (iv) his/her access to any telephone helpline providing counselling for children or young people;
- any requirement that a child or young person wears distinctive or inappropriate clothes;
- the use or withholding of medication or medical or dental treatment;
- the intentional deprivation of sleep;
- the imposition of any financial penalty, other than a requirement for the payment of a reasonable sum (which may be by installments) by way of reparation;

- any intimate physical examination of the student;
- the withholding of any aids or equipment needed by a disabled student;
- any measure which involves–
  - (i) any student in the imposition of any measure against any other student; or
  - (ii) the punishment of a group of students for the behaviour of an individual student.

Sanctions are always signed off by two people, the Principal signs sanctions that involve financial contributions.

### Exclusions

In cases of dangerous or criminal behaviour more serious sanctions will have to be used. This will go together with involving also the utmost support on the other hand to help the student to succeed.

In cases of dangerous or criminal behaviour the police might be called and/or a temporary exclusion might be applied.

In cases of consistent non-engagement, disruptive and inappropriate behaviour a temporary exclusion might be part of the strategy to help the student reflect on the benefits of their placement in the Trust and give him/her the opportunity to re-engage. Temporary exclusion will be the last step after all other efforts and support failed. Here the exclusion will be part of a staged process over a length of time (for example):

1. Verbal reprimand by staff member
2. Meeting with key-staff
3. Discussion in student welfare meeting with specific support structure agreed
4. Behaviour Management Plan
5. Meeting with key-staff and Principal, Head of Residential and Parents/Social Worker
7. Temporary exclusion
8. Written warning
9. Permanent Exclusion

(This is for illustration purposes only and the order might change according to the individual case)

In serious cases permanent exclusion will be the case. This will only happen after a written warning has been issued to the child or young adult and other stakeholders.

The decision for any exclusion -temporary or permanent- will be taken by the Senior Management Team after discussing the situation with the Executive Team and will be followed up by a face to face meeting with all stakeholders and the student concerned.

## Updating student information

- Staff who have concerns about how to work with children and young people should raise these with the relevant key staff and the Principal in order to review risks and educational strategies for working with the student's behaviour and to assess whether there is a requirement for a specialist assessment of the student's needs.
- Risks and educational (management) strategies are reviewed and updated at the end of each term and when reports e.g. occurrence reports, are received throughout the term and indicate a need for amendments to be made.

## POLICY AND PROCEDURE - PHYSICAL INTERVENTION

### a) Physical restraint

Physical restraint is only used to prevent likely injury to the student concerned or to others, or likely serious damage to property. Restraint is not used as a punishment, as a means to enforce compliance with instructions, or in response to challenging behaviour which does not give rise to reasonable expectation of injury to someone or serious damage to property.

No other techniques than the ones that staff have been trained in Management of Potential and Actual Aggression (MAPA) by the Crisis Prevention Institute (CPI) accredited instructor are to be used. Untrained staff should never intervene unless out of a duty of care. Where there has been physical intervention, the student will be seen by a First Aider whether requested or not and will have the right to be examined by a registered nurse or medical practitioner within 24 hours.

### b) Working within your skill level

Staff who have direct student contact will be trained within the context of strategic planning around the needs of the student. No member of staff will use any physical skills to manage incidents unless they have attended and successfully completed physical intervention training. The teaching of physical intervention will only be carried out by validated trainers or organisations identified by the Trust.

Untrained staff must call for assistance if they find themselves dealing with an occurrence beyond their skill level.

### c) A legal requirement to report and record

A record of all sanctions and a separate record of the use of restraint on a student by a staff member is kept on records and includes the name of the student, the date, time and location, details of the behaviour requiring use of restraint, the nature of the restraint used, the duration of the restraint, the name of the staff member(s) using restraint, the name(s) of any other staff, student or other people present, the effectiveness and any consequences of the restraint, any injuries caused to or reported by the student or any other person, and the signature of a person authorised by the registered person to make the record. In case of an injury to the student the LADO will have to be informed. If the student or a staff member have sustained a serious injury a RIDDOR report has to be considered.

The Provision Leader will regularly monitor the records to monitor compliance with this policy, procedure and guidance and to identify any patterns in incidents leading to disciplinary or restraint action becoming necessary. The monitoring will also address the implications for the care of individual student and current care practice.

#### d) Reporting all physical contact - whistle blowing

It is the duty of all staff to explicitly report any event where physical intervention was used using the Physical Intervention Form. In addition to this it would need to be reported as an incident of whistle blowing to a member of the Management Team, if the matter related to the physical restraint of a student

- Causes concern.
- Is considered likely to be detrimental to the interests of children and young people.
- Appears to conflict with Safeguarding Policy.
- Appears to be in conflict with this policy.

#### e) Post occurrence support

The Trust recognises that in some situations staff may suffer from distress. In response to this the Trust offers de-briefing, supervision and will assess what further support may be appropriate.

#### f) Responding to weapons use by student

The premeditated and dangerous use of weapons by students at the Trust is considered to be unlikely. Staff are not trained to take weapons off students and must not attempt to do so under any circumstances. Staff must clear the area and call for assistance and monitor the situation from a safe distance and continue to use verbal de-escalation and diffusion strategies. If the student continues to threaten with a weapon staff must call the police.

#### **TRAINING:**

This policy covers all staff employed by the Trust and volunteers.

This policy does not cover short term visiting professionals undertaking direct or indirect work with children and young people or members of the public.

The Trust has in-house instructors, who are certified by the Crisis Prevention Institute, to train identified staff in non-violent physical crisis intervention. The training comprises physical intervention techniques that are respectful and are used as a last resort only to prevent serious harm with a special importance on monitoring the relationships before, during and after the intervention. The training is quality assured by the Crisis Prevention Institute, accredited by the British Institute for Learning Disabilities (BILD). More information can be found on [www.crisisprevention.co.uk](http://www.crisisprevention.co.uk)

The training on behaviour management at the Trust takes place over two days:

Day One: All staff will receive the first day of the CPI accredited MAPA training programme. The theme of this day is personal safety and it is directed at staff that might find themselves in situations that have escalated and where they should use these techniques to find a way out of the situation considering the safety of all involved.

Day Two: All staff who work directly with children and young people, have received the previous training and are deemed fit to physically intervene will receive the second day of the CPI training programme. The theme of this day is the non-violent physical crisis intervention in situations that cannot be deescalated verbally and are unsafe. The training comprises physical intervention techniques that are respectful and are used as a last resort only to prevent serious harm with a special importance on monitoring the relationships before, during and after the intervention.

The training is quality assured by the Crisis Prevention Institute and accredited by the British Institute for Learning Disabilities (BILD). More information can be found on [www.crisisprevention.co.uk](http://www.crisisprevention.co.uk).