

Behaviour Support and Physical Intervention Policy	
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1. INTRODUCTION

1.1 Context and Philosophy

Ruskin Mill Trust offers holistic learning opportunities to pupils and students through role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment with pathway support onto further education bespoke to the individual.

Since 1987, the Trust has developed its unique brand of expertise working with young people with complex behaviour, and learning difficulties and disabilities including the autistic spectrum and conditions. Our provisions offer both day and residential placements and we accept admission applications all year round.

Grace Garden School is offers outdoor learning opportunities through our Steiner-inspired holistic curriculum which provides the skills, experience and character necessary for young people aged 9-16 years old with complex needs to flourish and thrive in modern society. The school, located on the outskirts of Bristol on an 18 acre farm, is a place of therapeutic learning and growing which brings together hand, heart and head to support personal development and progression.

1.2 Ruskin Mill Trust Vision and Values

Our Vision

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

Our Values

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

Signed by:

Helen Kippax
Board of Trustees

Date:

Francesca Meynell
Executive Headteacher

Date:

2. CONTEXT

Grace Garden School provides an innovative and experiential education for children and young people with complex learning needs. Grace Garden School recognises the vulnerability of its student and that all children and young people have a right to protection from all forms of harm, abuse and neglect.

Grace Garden School 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 pupils/ students with challenging behaviours, we utilise positive approaches; we work with the pupils/ students to determine the roots of the problem and the needs that the individual is seeking to meet through the challenging behaviours. We work with the pupil/ student to meet his or her needs in a manner that is safe, effective and fulfilling and which promotes the wellbeing of that individual in his or her community. We especially emphasise the development of a shared ethos of community, openness, goodwill, tolerance and treating individuals with dignity and respect.

Some students may have behaviours that challenge. Grace Garden School especially emphasizes the development of de-escalation skills in 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.

Grace Garden School intends that all staff have a clear understanding of policy, procedures and practice to ensure the safety and welfare of the pupil/ student and to protect all paid and unpaid staff against allegations of improper or illegal practices.

All Grace Garden School staff are trained to adopt a positive approach to challenging behaviour as taught by the Management of Actual and Potential Aggression (MAPA) training, supporting them to work and respond in an informed and confident way when presented with challenging situations.

Grace Garden School expects all staff to role-model a culture of appropriate and supportive adult relationships at all times, acknowledging that pupils/ students model their behaviour on that of staff.

3. PRINCIPLES

Staff are trained to engage with 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:

- A shared ethos of community, openness, goodwill, tolerance and treating individuals with dignity and respect.
- 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, and unconditional positive regard.'
- An approach of conflict resolution and restorative justice to respond to incidents of distressed behaviours and promote self-awareness, reduce negative behaviours and provide positive social growth.
- 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 students, through the difficulties and challenges. Changing behaviour may take 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.

4. POLICY STATEMENT – RESTORATIVE JUSTICE AND CONFLICT RESOLUTION

- Restorative justice can be defined by its fundamental principle, namely that when one person has harmed another, the most useful response is to try to repair the harm done. The restorative justice approach redefines crime primarily as harm or injury rather than law breaking.
- Restorative justice at Grace Garden School aims to reduce bullying and victimisation, manage conflict positively and improve attendance; research and evidence supports restorative justice in schools as a particularly promising approach to improving behaviour and attendance.
- Restorative justice enables student affected by bullying, or other serious behavioural incidents, to communicate and agree on how the harm caused by their actions or done to them is to be repaired. When well implemented, perpetrators learn to understand the consequences of their behaviour and take responsibility for repairing the harm. When this happens victims usually experience the perpetrator's commitment to reparation that means their fear of re-victimisation is reduced and they are more readily able to put the incident behind them.
- Restorative justice at Grace Garden School can involve holding 'conferences' between the perpetrator and the victim with a mediator, peer mediation by trained school student and informal restorative approaches by staff. Conferences can be used for the most serious incidents of bullying or victimisation to reduce the use of exclusions or, when exclusions cannot be avoided, to support the successful reintegration of the excluded student. Peer mediation involves trained school students assisting in resolving less serious incidents of conflict among students. Staff can also use restorative approaches more informally in dealing with behaviour problems.

4.1. Conflict resolution, an example of restorative justice.

This is a simple approach to resolving difficulties between students and students and students and staff, through mediation and negotiation.

It requires recognition from both parties that our individual behaviours have an impact on others and a willingness to want to do something about it.

In its simplest form it has three stages:

4.1.1 Stage One: Self Check

- a. Each person must ask themselves are they ready and willing to solve the problem.
- b. If one, or both, feel too angry or upset to deal with the conflict, then they will be given time to calm down.
- c. Each party will be ready when they can follow these simple rules:
 - No arguing or fighting
 - Be honest
 - Listen without interrupting

4.1.2. Stage Two: Honest Communication

- a. Each person must listen actively to the other.
- b. Each must recognise that each will likely have a different perspective or view about what happened, this is perfectly normal and acceptable.

c. Each should not argue about what happened or apportion blame, conflict resolution is about listening, understanding and finding solutions to the problem.

4.1.3. Step Three: Find a solution

- a. Each person must consider what each can do to improve the situation.
- b. Many possible solutions may be discussed until a compromise or agreement is reached.
- c. A plan of action must then be drawn up to clearly show what each person will do to resolve the conflict.
- d. This plan must be agreed and signed by both parties.

4.2. Putting it right

This involves the student agreeing to some form of reparation for the impact that their behaviour has had, this is particularly useful in responding to behaviours which have caused damage to the school fabric or somebody's property.

An example of how it might be used; a student damages school furniture or fabric:

- i. Through mediation the student understands the impact of their behaviour.
- ii. They agree they will work towards putting it right.
- iii. They undertake paid community service.
- iv. The payment for the service is agreed beforehand and goes towards the cost of repairing the damage.

5. POLICY STATEMENT - PHYSICAL INTERVENTION

The use of physical intervention can present a risk to students 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, or of significant damage to property, and it is most likely to improve the situation. Principles of physical intervention are taught to be used by staff in circumstances where, 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 key principles behind any use of physical intervention must adhere to those laid out in the mandatory MAPA training which all staff at GGS (Grace Garden School) undergo:

- 1) Duty of Care being paramount
- 2) The best interests of the pupils/ students must be at the heart of all decision making
- 3) Physical intervention must be reasonable and proportionate
- 4) Physical intervention must be last resort and the least restrictive
- 5) The risk of intervention must be balanced with the risk of non-intervention

6) The Human Rights of all those involved must be considered

7) The overall aim of this policy must be to reduce the use of restraint and prevent misuse and abuse.

A good behaviour support plan should have more emphasis on proactive strategies than reactive strategies. It is paramount when considering use of a physical restraint, the least restrictive option should always be implemented and is a requirement of the Mental Capacity Act 2005 (Amendment Act 2019). 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. Its purpose must be to protect the individual from harm and be a necessary and proportionate response.

In line with NICE (2015) guidance, no restraint must be used for more than 10 minutes.

6. TRAINING

The training on behaviour management at Grace Garden School, including positive approaches to behaviour and physical intervention, is the Management of Actual or Potential Aggression (MAPA) training provided and quality assured by the Crisis Prevention Institute and accredited by the British Institute for Learning Disabilities (BILD). This training is delivered by certified in-house instructors from within Ruskin Mill Trust.

All staff receive the initial 2-day training course on induction, and undertake 1-day refresher trainings on at least an annual basis thereafter. This is supplemented by additional training provided according to identified need.

The initial 2-day training follows the format below:

Day One: All staff will receive the first day of the CPI accredited MAPA training programme. Day one focuses on personal safety, de-escalation techniques and positive approaches towards challenging behavior. It is directed at staff that might find themselves in situations that have escalated and where they should use these techniques to find a positive way out of the situation considering the safety of all involved.

Day Two: All staff who work directly with children and young people, who 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 de-escalated 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.

More information can be found on www.crisisprevention.co.uk

7. PROCEDURE – BEHAVIOUR SUPPORT

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

7.1. Expectations for staff behaviour

- Staff working with children and young people will undertake the mandatory MAPA and safeguarding training and apply those principles in their everyday practice
- Staff who have followed these procedures will receive support from their colleagues and Grace Garden School. 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 at Grace Garden School 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 (via MAPA). 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. Grace Garden School will support staff who have exercised their duty of care appropriately. Grace Garden School recognises the possibility of emergency situations arising where staff will decide to intervene out of a duty of care for a pupil/ 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:
 - MAPA advocates keeping safe by possibly removing self and others from volatile situations – better that the pupil/ student destroys property and not people.
 - All staff are 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 pupil’s/ student’s records after consultation with key people e.g. pupil/ student, their significant carers and key staff etc.
- Staff are expected to work with student in accordance with their individual student information documents (see below) and guidance from other professionals. Teachers are expected to work within the government’s Teachers’ Standards guidance at all times.

8. STUDENT INFORMATION

Grace Garden School provides information and guidance as to how staff should work with each student. This is done with a person centred approach when accessing information from Databridge (central data system), living skills assessments, staff meetings, observations and conversations with the student.

Key documents for pupil/ student information relating to behaviour are the:

- One Page Profile (OPP)
- Preventative Strategies/Risk Strategies,
- Risk Assessment,
- EHCP/Statement of SEN,

- Socio-Emotional Profile (SEP),
- Behaviour Support Plan.

Staff have the responsibility to ensure that they are appropriately briefed. This may mean contacting the relevant class teacher or manager for up to date information and guidance. This applies to staff working with children and young people on or off Trust property.

9. PROCEDURE – PHYSICAL INTERVENTION

9.1. 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. 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.

9.2. Effective team-working around physical intervention

All staff are 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.

Staff work together to ensure the best possible outcome for all students involved in an incident. Which staff undertake a physical intervention will depend on the number of staff present, and the experience and physical ability of staff members present. Where more staff than required for a physical intervention are present, those with more experience or with a better understanding of those pupils/ students involved will undertake the intervention. Staff members will not physically intervene in situations that they believe are beyond their physical abilities unless out of a duty of care towards a student. Staff members present who are not directly involved in a physical intervention can assist in a number of ways, e.g. guiding other students away, calling emergency services (where necessary), providing support or relief to those undertaking the physical intervention as needed.

9.3. A legal requirement to report and record

A record of all sanctions and a separate record of the use of restraint on a pupil/ student by a staff member is kept on records and includes the name of the pupil/ 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 pupil/ 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 pupil/ student the LADO will have to be informed. If the pupil/ student or a staff member have sustained a serious injury a RIDDOR report has to be considered.

The Executive Principle 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 students and current care practice.

9.4. Reporting all physical contact

It is the duty of all staff to explicitly report any event where physical intervention was used using the Physical Intervention Log.

Parents/guardians/carers and social workers will always be informed via phone call if their child has been subject to a physical intervention.

Risk assessments and PBS documents will be reviewed and updated within 24 hours of the incident.

9.5. Safeguarding

In addition to this it would need to be recorded and reported to a member of the Safeguarding Team, if the matter related to the physical restraint of a student:

- Causes concern: a change or unexpected behaviour, sustained behaviour, context around the behaviour 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.

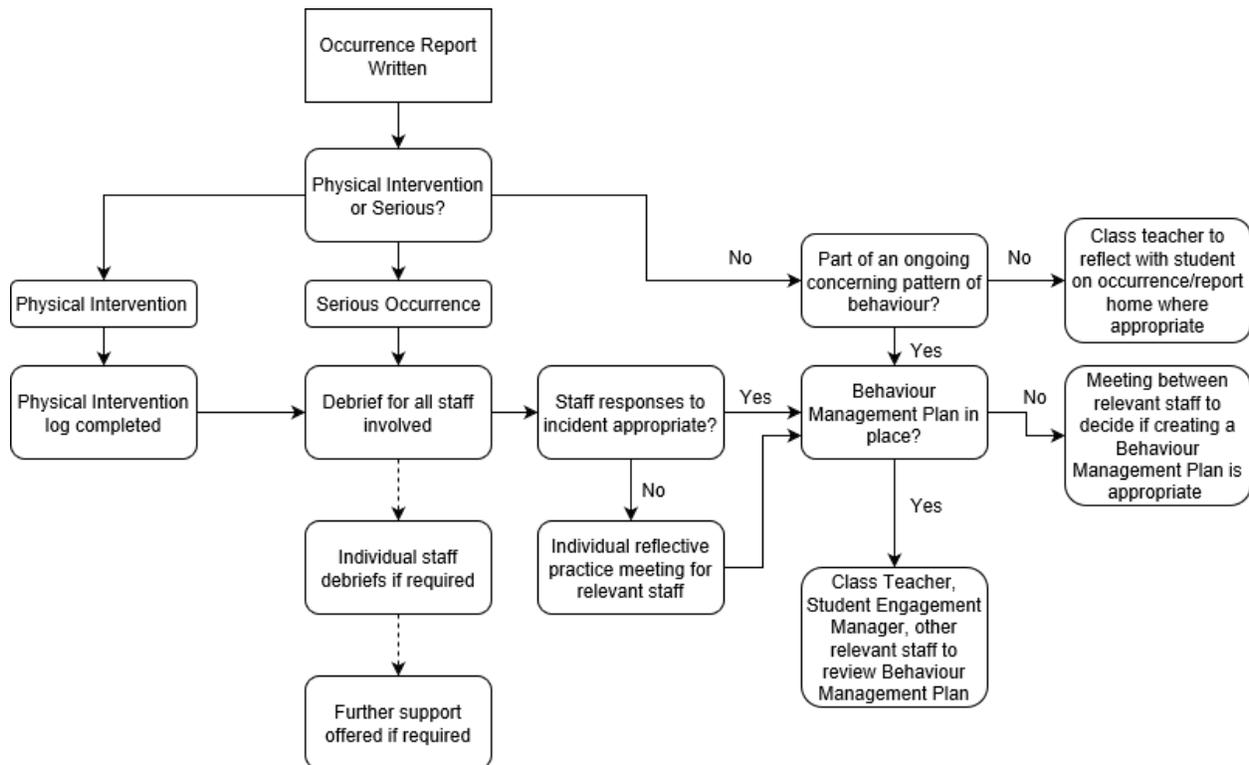
All behaviour records and data will be reviewed in the weekly safeguarding meeting at Grace Garden School.

9.6. Responding to weapons use by pupil/ student

The premeditated and dangerous use of weapons by pupils/ student at Grace Garden School is considered to be unlikely. Staff are not trained to take weapons off student 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.

10. PROCEDURE – POST INCIDENT

The following flow diagram outlines the procedures to be followed by staff following an incident.



The student will receive a debrief within 24 hours. Ongoing learning will be delivered to support the student in the future.

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

Staff will receive a debrief at the soonest possibility (within 24 hours). PBS strategies will be reviewed and updated as appropriate.

11. POLICY AND PROCEDURE - REWARDS, SANCTIONS AND EXCLUSIONS

11.1. Rewards

Grace Garden School'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 the student 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. Grace Garden School operates a system of awarding and sharing praise for good behaviour.

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 pupil's/ student's One Page Profile and Behaviour Support Plan (where present).

Teachers are in regular contact with parents and care givers and ensure that positive events and rewards are relayed to parents, in addition to incidences of inappropriate behavior.

11.2. Appropriate responses to guide positive behavior

Many of the students who attend Grace Garden School bring with them a history of learned behaviours, some of which are confrontational, oppositional and aggressive, others of which are avoidant, anxious and fearful. Due to prior experiences, they frequently distrust adults, particularly teachers and others in positions of authority. In previous placements, nearly all of the students attending a RMT school, have responded with great difficulty to traditional forms of school discipline, in particular the use of punishment and sanctions.

In addition to this many of our student are diagnosed with psychological and neurological conditions, such as Autistic Spectrum Conditions, Attention Deficit and Hyperactivity Disorder, Tourette's syndrome, Pathological Demand Avoidance, General Anxiety Disorder, Severe and Reactive Attachment Disorder and Sensory Processing Disorder and may also have specific learning difficulties such as dyslexia, dyscalculia, dyspraxia, semantic pragmatic disorder, slow processing or executive functioning problems. They are frequently prone to high anxiety and a range of sensory impairments.

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

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).

Appropriate responses 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.
- Undertaking an extra chore or task like washing the dishes, to contribute to the community.
- Being asked to stay in the classroom during a break time to follow up missed learning.

Responses that are NEVER 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 pupil/ student in the imposition of any measure against any other pupil/ student;
 - (ii) the punishment of a group of student for the behaviour of an individual student.

The Executive Principle signs off sanctions that involve financial contributions.

11.3. Exclusions, Behaviour Support Plans, and behaviour contracts

In cases of dangerous or criminal behavior, more serious responses 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 behavior, the police might be called and/or a fixed-term exclusion might be applied.

In cases of consistent non-engagement, disruptive or inappropriate behavior, key staff, including the class teacher and Student Engagement Manager, will meet to agree a support structure for that student, including the creation of a Behaviour Support Plan. Behaviour Support Plans are documents additional to the Preventative Strategies/Risk Strategies documents that all students have. They target specific behaviours that are of particular concern, and provide detailed responses and preventative strategies for those behaviours. Behaviour Support Plans will be shared and discussed with parents/guardians and their input considered.

Behaviour Support Plans may be accompanied, where appropriate, by a behaviour contract agreed to by the pupil/ student involved. The behaviour contract will clearly outline the behaviours which are unacceptable and what the consequences will be should they continue.

A fixed-term exclusion might be part of the strategy to help the student reflect on the benefits of their placement in Grace Garden School and give him/her the opportunity to re-engage. Fixed-term 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 guidance by staff member
2. Conflict Resolution meeting, led by key staff.
3. Meeting with key-staff
4. Discussion in student welfare meeting with specific support structure agreed and a Behaviour Support Plan created.
5. Behaviour Support Plan delivered to and agreed with pupil/ student and parent/carer.
6. Meeting with key-staff and Head Teacher, Head of Residential and/or Parents/Social Worker
7. Fixed-term 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 Leadership 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.

11.4. 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 Head Teacher in order to review risks and educational strategies for working with the pupil's/ student's behaviour and to assess whether there is a requirement for a specialist assessment of the individual'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.
- Student' individual information documents (One Page Profile, Risk Assessments, Behaviour Support Plans) must be updated accordingly and staff informed that this has happened.

12. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Francesca Meynell (Executive Principle) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Executive Team.

Impact of Non-Compliance For:

Staff	Disciplinary action, risk of harm
Students	Potential risk of harm
Legislation / organisation	Reputational damage, litigation, non-regulatory compliance

File Path:	
Dissemination (who will receive the policy):	
Associated Training Requirements:	

[LINKS WITH OTHER POLICIES AND DOCUMENTS](#)

RMT Child Protection and Safeguarding Policy