



## TRINITY FIELDS SCHOOL and RESOURCE CENTRE BEHAVIOUR and PHYSICAL INTERVENTION POLICY

*Learning together in a changing world, creating success for all.*

### **Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.**

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

#### **Trinity Fields is a Rights Respecting School**

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

#### **Trinity Fields is a Healthy School**

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

## Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

## Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

**“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.**

## Section 1: Behaviour Policy

### Rationale

Many of our pupils through the nature of their learning difficulties and the difficulties they have with communicating their feelings will present with a wide variety of challenging behaviours. These behaviours will, without exception affect some aspect(s) of the pupil’s ability to learn and develop. It is therefore essential that the School Leadership Team (SLT), teachers and support staff place sufficient emphasis on establishing individual strategies for reducing these behaviours and replacing them with more appropriate behaviours and skills.

We believe that the behaviour strategies should be designed to promote positive attitudes and relationships ensuring that pupils are respected and actively involved in self managing their feelings and behaviour, wherever possible. It is essential that any strategies for managing challenging behaviour should be well planned and targeted specifically to the individual’s needs. It

is important that information relating to a pupil's behaviour is shared with all relevant staff and that the pupil is supported in a consistent manner by all who work with them.

## **Aims**

- To enable our pupils to acquire sufficient control of their behaviours to enable them to gain better access to the curriculum, school life and the wider community.
- To provide staff with clear guidelines for dealing with challenging behaviour.
- To reduce the risk of behaviours escalating and, in the event of this happening to ensure the safety of all pupils and staff in managing any crisis intervention.
- To ensure pupils' rights and dignity are always considered and kept to the fore.
- To teach more appropriate ways to communicate feelings, fears, wishes and anxieties.

**Behaviour Co-ordinator: Tracey McGuirk (Deputy Headteacher)**

## **Arrangements for planning**

Pupils who have challenging behaviours will have an Individual Behaviour Programme (IBP) devised by the class teacher with support from the Deputy Headteacher, the school educational psychologist, parents/carers and other professionals who know the pupil well enough to make a valid contribution to the plan. (IBP format will be found in **Appendix 1**).

Strategies that are included in the IBP will be shared with all staff that work directly with the pupil and other professionals, as appropriate and agreed by parents/carers. Copies of the IBP and PHP's are also kept on pupil's computer file system.

IBPs will be reviewed when necessary but at least once per school year to ensure they remain relevant and strategies are appropriate. For pupils with significantly challenging or complex behaviour needs this may need to be more frequent and strategies may need to be amended or adapted as the pupil's needs change. When changes need to be made to IBP's class teachers are responsible for ensuring these are written into the IBP and that parents/carers are kept informed of changes. Amendments to IBP's will be highlighted to relevant staff and copies of the amended IBP will be issued.

The IBP must be checked by the Deputy Headteacher before being discussed with parents/carers. Parents/carers will be involved in discussions with the class teacher and/or a member of the SLT regarding behaviour strategies and rewards. IBP's are shared and agreed by parents/carers who are vital in supporting the class team in developing the strategies and rewards for positive behaviour.

Parents/carers are also encouraged to apply the same behaviour strategies at home to ensure their pupil receives a consistent message from everyone. The best practice is that the IBP is shared with parents who then sign it to indicate they agree and have read the plan. However, if a parent does not wish to sign the plan then the teacher will inform the behaviour co-ordinator. The behaviour co-ordinator will then ensure parents are aware of the plan and will keep a record of the parent's objection to signing the plan, any reasons why they do not wish to sign it and any correspondence with regard to it. Parents will be informed by a member of SLT that this plan will be followed at school, as it is deemed this is in the best interest of the child whilst at school. This will be confirmed to the parents in a written letter.

A review date is set for the IBP. This date will be dependent upon the pupil but will be at least reviewed on an annual basis in September by class teacher to ensure it remains appropriate and relevant.

## Monitoring

Behaviours of concern are highlighted on the system, Behaviour Watch. This system sends an automated alert to relevant staff, including behaviour coordinator. The behaviour co-ordinator or other SLT will review the information and, if necessary, instigate any follow-up action. This may include sharing new relevant behaviours of concern with all staff at a morning briefing or asking the class teacher to review the IBP in light of the new / change of significant behaviours.

Celebrations of positive behaviour changes can also be recorded on the system. However, the school will tend to celebrate small improvement steps in Friday sharing assemblies, messages home, including a congratulations letter from the head teacher and other school based reward systems.

All staff working with a pupil with challenging behaviour must be fully informed of their IBP. The class team should discuss the IBP and any implications it may have on the class routine or specific activities. A copy of the IBP should be kept:

- in the pupil's "This is me" book;
- in the pupil's personal folder on the school 'o' drive;
- by all the teachers who work with that pupil;
- by any therapists or therapy assistants who work with that pupil;
- by the parents/carers;
- by respite carers (if appropriate and with parental consent);

Previous IBP's will be kept on the pupil's personal folder on the computer.

## Principles

The Governing Body is fully committed to ensuring that all pupils within Trinity Fields are respected and valued, regardless of their behaviour difficulties. **It is the responsibility of all staff** to ensure that they set appropriate and consistent examples for our pupils.

The **SLT** will ensure that:

- staff are given regular and relevant training;
- all staff promote a positive learning environment where all pupils feel valued and respected;
- staff feel safe and confident at managing challenging behaviour;
- staff are given time to repair, reflect and recovery from serious episodes of challenging behaviour;
- the behaviour policy and procedures for managing challenging behaviour is reviewed and appropriate as the school's needs change and develop;
- the behaviour policy reflects good practice and the current legal requirements.

All staff are committed to supporting pupils improve and develop effective strategies to ensure they are ready to learn. Staff are encouraged to look beyond the initial behaviour that maybe presented and give care, support and guidance to all pupils.

Staff are trained to support pupils in their learning and as part of this they are given specific training in managing challenging behaviour. This includes managing the pupils emotional development through the THRIVE approach and model.

Our whole school training behaviour follows the Team Teach foundation course as the main method of developing staff knowledge and skills in managing challenging behaviour. This includes looking at holistic teambuilding approaches to enable staff to effectively support pupils who display a range of challenging behaviours. The schools approach is based has an emphasis on de-escalation and safety of pupils is our paramount concern.

Staff must not feel that they have to win, when dealing with challenging behaviour; this emotion can actually exacerbate the situation. The presence of challenging behaviour is not a reflection on staff; staff should use the support of the whole school team in ensuring that positive de-escalation strategies are promoted throughout the school.

The school has a substantial team of Team Teach trainers who provide training and ongoing support for all staff in managing challenging behaviour. In addition to this we have a well-established Additional Support Team (known as the 'Blue Team') that can be called upon to support class teams in managing challenging behaviour. (The protocols for the Blue Team can be found in the **Appendix 2**.)

The school also has a substantial team of THRIVE licensed practioners, including SLT. The approach aims to support, develop and foster positive relationships and build upon effective knowledge of what is happening when a pupil is finding things challenging. It uses modern brain science, attachment theories and early child development approaches to build positive relationships between pupils and staff. It is the responsibility of all staff to respond and model appropriate behaviour around school. It is the responsibility for all staff to ensure that pupils are taught behaviours for learning and are given positive reinforcement of progress made in a suitable and relevant manner for individual pupils.

It is the responsibility of all staff to develop and foster positive relationships with our pupils, even at times when the pupil maybe experiencing significant challenges. Staff are encouraged to seek support and advice when supporting children who are having challenging behaviour. They are expected to use the most appropriate strategies that best suit that child. They must consider all the information; including early interruptions that may affect behaviours, plans and strategies that have worked previously, context of the problem, age of pupil and risks to pupils and others when managing challenging behaviour.

## School Procedures

**Individual Behaviour Plans (IBPs)** (The format for the IBP will be found in the **Appendix 1**).

The IBP contains strategies that are appropriate for the specific individual and will be **unique** to that pupil. They will be based upon mutual respect and will involve carefully planned approaches that can be used by all staff. Strategies will focus on rewarding positive and appropriate behaviours, as well as celebrating success and achievements. It is important to ensure that the pupil feels valued and respected regardless of their challenging behaviour; all staff will ensure that they communicate with pupils in such a way as to raise their esteem and not undermine them.

Different strategies will be appropriate for different pupils and staff will do their best to ensure that strategies used are age appropriate and encourage pupils to share good work and their achievements, including celebrating their behaviour achievements. Behaviour achievements are also celebrated in a variety of ways including stickers issued by the class teacher or SLT, Friday Star Awards Assembly and rewards from home, via pre-arranged and agreed systems e.g. favourite meal, comic book or extra time on the Wii etc.

## Adverse Childhood Experiences (ACEs)

Evidence suggests that a child who experiences stressful, poor quality childhoods or Traumatic events at an early stage are more likely to experience poor mental health and find learning difficult. At Trinity Fields we recognise that all our pupils need to be 'ready to learn' and we have developed a range of strategies to support our pupils' well-being and mental health in order for them to achieve their best.

Our school is a positive, caring environment that fosters mutual respect and trust, building relationships with pupils so that they can have the best possible experiences and share any concerns or worries they have.

We have developed and support staff training in a wide range of strategies to underpin and address the ACE's. These include THRIVE approach, Emotional Literacy Support Assistants (ELSA) and Trauma Informed School trained staff (TIS). Through a range of strategies pupils can have targeted support where necessary to help them in their readiness to learn. In this way we hope to minimise the impact that low self-esteem and poor mental health can have on learning and the behaviour of our pupils. Targeted support maybe given as a group activity or one a 1:1 basis and will be bespoke to the pupil after an initial assessment.

## Thrive Assessments

The school uses the Thrive online assessment process to look at pupils emotional well-being. Class groups and individual assessments are completed and an action plan drawn up to support the development of pupils self-esteem and relationships with others. Activities to encourage pupils to talk about feelings and strategies to help them when they are feeling upset, anxious or angry are discussed as part of behaviours for learning. The THRIVE approach is designed to be proactive and promote a positive relationship and coping strategies for all pupils who required additional help in this area. Thrive principles run throughout and across the school day, encouraging the building of positive relationships, expression of feelings in an appropriate manner and building on behaviours to support learning.

## Key principles

- The best interest of the pupil is paramount when considering any strategies used.
- Inappropriate or challenging behaviour is seen as a form of communicating something. Staff will look at the function of any inappropriate behaviours and try to teach the pupil a better way to communicate their feelings, rather than using inappropriate behaviours.
- Strategies should endeavour to take the heat out of a situation and are based on the principle of de-escalation.
- No aversive techniques will be used as strategies e.g. staff mimicking of the challenging behaviour. Pupils learn from example not by ridicule.
- Reading the warning signs and anticipating an escalation in behaviour, and implementing redirection strategies are one of the best ways of avoiding major incidence. Knowing the pupil and the possible triggers is vitally important. This information should be shared with everyone involved with the pupil.
- During an aggressive outburst towards staff it is acceptable to block a blow, duck, step away, pull a limb away to avoid being hit, bitten or having their hair pulled.
- Physical restraint or restrictive physical intervention is only acceptable when it is either an incident of **immediate danger** or when there is a **planned physical intervention strategy** in place for the pupil. Only trained Team Teach staff will be involved in Restrictive Physical Intervention/restraint. (**See Section 2 of this policy: Restrictive Physical Intervention**).

- Pupils can be physically prompted and the use of positive touch including deep pressure, massage or linking arms is acceptable as a behaviour strategy.
- Staff should not use a strap on a chair or buggy unless it is to maintain posture as recommended by the physiotherapist or occupational therapists.
- Pupils who are at risk of absconding will have been identified and known to all staff at school. Guidance on specific strategies for individual pupils will appear in their IBP but a general protocol for the school appears in the appendix of this policy (**see Appendix?**).
- The use of time out spaces/rooms must only be used as part of a written planned intervention and will follow the protocol within **Appendix 3** of this policy. (Further guidance on the use of time out rooms can be found in the **Restrictive Intervention Policy**).

## Resources

Our prime resource is our staff team. The number of support staff in each class is based upon the total number of pupils in the class, combined with the complexity of each pupil. This includes looking at their behaviour needs.

The school has spent a significant amount of time in ensuring staff are trained in Team Teach techniques and the THRIVE approach. This includes having Team Teach trainers and THRIVE practitioners across the school. There is a rolling programme of training and ongoing support to ensure all staff are kept up-to-date with current practice and skills in using Team Teach techniques.

When staff first start at Trinity Fields they are given, as part of their induction, a briefing on the main principles of this policy and are then offered a team-teach course as soon as it is possible within the organisation of the school training plan. Ongoing training for all staff in behaviour strategies is important to ensure staff are kept up-to date and maintain good practice throughout the school. Staff are also given an overview of the THRIVE approach.

Staff are encouraged to seek support from senior staff and others who have had additional training in team-teach techniques to support them in their ongoing training. We believe that all staff need to work together as a team in supporting our pupils who have challenging behaviours. Staff at Trinity Fields will always work for the best interests of the pupil and will seek advice and support from multi-agency professionals when appropriate to do so.

Parents/carers are a vital resource for staff in supporting good behaviour strategies and a joint home/school system will be encouraged. Parents will be kept informed of their pupil's behaviour and any strategies that are working with their pupil.

## Assessment, Recording and Reporting

Effective assessment of IBP's to ensure they are appropriate and relevant to the individual are vital. Class teachers have the key responsibility for ensuring that IBP strategies are used consistently. The SLT and Behaviour Support Team can also support staff in assessing individual behaviour plans, identifying any potential risks to staff or pupils and recording strategies. Dialogue between staff on strategies that are effective is very important. The school's education psychologist is also able to observe and support in the IBP process.

Keeping a record of challenging behaviours and recording serious incidents is the responsibility of all staff that work with the pupil. The school has a serious incident form (**see Appendix 6**) which records what happened during a specific behaviour incident. Individual classes when IBP information is required or when a pupil is displaying particularly challenging behaviour also uses other methods of recording e.g. tick chart, timed observations, detailed daily monitoring etc.

Parents/carers will be kept fully informed of how the strategies are working within the IBP. They will be invited to contribute to the behaviour plan; they will sign to say they agree with the plan and will be given a copy of the IBP. Parents will also be asked to contribute to the review of the IBP.

## Section 2: Restrictive Physical Intervention Policy

### Rationale

Staff at Trinity Fields are trained to look after the pupils in their care. They have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a pupil seriously disrupts good order in the school or causes significant damage to property. If a member of staff needs to intervene physically they will try and follow the procedures within this policy document and will act in the **best interest of the pupil at all times**.

The school behaviour policy (**Section 1 of this document**) is intended to reward effort and application, encourage pupils to take responsibility for improving their own behaviour and work on strategies in partnership with parents/carers to meet the individual behavioural needs of the pupil. A significant part of these strategies involve a preventative approaches to risk reduction, looking for early warning signs, learning and communicating factors that may influence the behaviour of a pupil and take steps to divert behaviours that lead to a foreseeable risk for the pupil or others.

### Aims

- To ensure the welfare and protection of the pupils in our care.
- To ensure the welfare and protection of the staff who look after the pupils.
- To ensure that any physical intervention is conducted within the school framework and national guidelines.
- To ensure that any response to extreme behaviour is reasonable and proportionate.

**Positive Handling Coordinator: Tracey McGuirk (Deputy Headteacher)**

### Arrangements for planning

At Trinity Fields we only use physical restraint when there is **NO** other realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until significant danger is imminent, by which time the prospect of safely managing it may be significantly reduced. Guidance is clear on this point.

**“Whilst exercising their duty of care, individual members of staff must use their professional judgement.”**

*Para 17 Page 5 Welsh Assembly Government – 2005 – “Framework for Restrictive Physical Intervention Policy and Guidance*

It does mean that we expect staff to undertake a dynamic risk assessment and **choose the safest alternative**. It also means that we expect staff to experiment and think creatively about any



alternatives to physical intervention which may be effective. We also expect staff to review and reflect upon an incidents that involve physical restraint, asking themselves 'could there have been a better alternative to try next time?'

## School Procedures

**Positive Handling Plan (PHP): the format for a PHP can be found in [Appendix 2](#).**

Pupils who may require physical intervention will have a Positive Handling Plan (PHP). This will form part of the wider IBP for a pupil and include a risk assessment process ([see Appendix 3](#)). The class teacher will devise this with support from the parents/carers, Team Teach trainers, the Deputy Headteacher, and the school educational psychologist service. Strategies that are included in the PHP will be shared with all staff who work directly with the pupil.

PHPs will be shared and agreed with parents/carers before interventions are used, unless there is an immediate unforeseen circumstance where physical intervention is necessary. A meeting between the class teacher, Team Teach Trainer, Deputy Headteacher and parents/carers will go through in detail the Positive Handling Plan and techniques to be used in any interventions will be explained and demonstrated to parents. When parents are happy with the PHP they will be asked to sign and date that they agree with the plan.

It is best practice that parents/carers sign a copy of their pupil's PHP; however should a parent feel they are unable or unwilling to sign the PHP then this will be recorded at this meeting with the parents and any reasons for not signing will be noted. The best practice is that the PHP is shared with parents who then sign it to indicate they agree and have read the plan. Parents will be informed by a member of SLT that this plan will be followed at school, as it is deemed this is in the best interest of the child whilst at school to keep them and others safe. If the parents are objecting to signing the plan the use of the plan, with a copy will be confirmed to the parents in a written letter.

All staff working with a pupil with challenging behaviour must be fully informed of their PHP. However only staff who have relevant and current training in Positive Handling techniques will participate in any intervention, should that be required to keep the pupils and/or others safe. A copy of the plan must be kept:

- in the pupil's "All About me and How I Learn" books;
- in the class essential information folders;
- by the parents/carers;
- by the Positive Handling Coordinator (Deputy Headteacher).

Within Trinity Fields School pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. If a pupil has the ability to understand their own behaviours staff will work with the pupil to ensure they are aware of how they will be held if they physical restraint is required. This may not be appropriate for all pupils however, the emphasis on repairing relationships with individuals after a serious incident is important and given a high priority within the positive handling process at Trinity Fields.

## Responding to unforeseen emergencies

Even the best planning systems cannot cover every eventuality and Trinity Fields School recognises that there are unforeseen or emergency situations in which staff have to think on their

feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- in the best interest of the pupil;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there **MUST** be a verbal warning. Where possible staff should always attempt to use diversion in preference to physical interventions. They should only use the techniques and methods approved for use at Trinity Fields School. In general, if staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

## Proactive physical interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous, provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the pupil becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the pupil to a safer place when the pattern of behaviour begins, rather than wait until the pupil is distressed and out of control. The paramount consideration is that the **action is taken in the interest of the pupil** and that it reduces, rather than increases, risk.

## Principles

The Governing Body takes seriously its duty of care towards our pupils, employees and visitors to the school. Staff protection is an important part of our comprehensive safeguarding arrangements; both depend on the confidence and competence of the staff in dealing with difficult situations. All physical interventions this school are conducted within a framework of positive behaviour management.

### SLT will ensure that:

- staff are given regular and relevant training;
- all staff promote a positive learning environment where all pupil feel valued and respected;
- staff feel safe and confident at specific restraint techniques;
- staff are given time to repair, reflect and recovery from serious episodes of challenging behaviour;
- the Positive Handling Policy and procedures are reviewed as the school's needs change and develop;
- there is a process for planning and recording any physical interventions;
- there is relevant and appropriate forms of risk assessments in place for Positive Handling techniques;
- the Positive Handling Policy reflects good practice and the current legal requirements.

## Role of all staff

The expectation at Trinity Fields is that all staff will support one another. This means that staff will always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's class. Supporting a colleague does not only mean agreeing with their suggestions and offering

sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies.

Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available. (see Appendix 8) Only trained staff are expected to be involved with any physical interventions at Trinity Fields. The school data base for training shows all of the staff who are trained in Team Teach.

Any response to extreme behaviour by staff should be **reasonable and proportionate**. Staff should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate they will be supported.

When physical restraint is considered staff should think about the answers to the following questions:

- How is this in the best interests of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

All staff that work at Trinity Fields will be expected to support a pupil during physical intervention. Doing nothing is **not** an option when a pupil needs support. A member of staff who has not yet been trained in physical restraint techniques can still take effective action to reduce risk. They can:

- show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason;
- give clear directions to stop;
- remind them about rules and likely outcomes;
- remove an audience or take vulnerable people to a safer place;
- make the environment safer by moving furniture and removing objects which could be used as weapons;
- use positive touch to guide or escort pupil to somewhere less pressured;
- ensure that colleagues know what is happening and get help.

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Staff at Trinity Fields will not use unreasonable force when physical intervention is required.

After an incident where RPI is used staff will be expected to report and record the information using the appropriate procedures in a timely manner. The school behaviour co-ordinator will support in this process.

## Role of the behaviour support team (Blue Team)

The role of this team is to provide additional staff to support a class team in managing a significant or challenging incident. The Behaviour Support Team will be guided by the class team as to how their support can be of help during an incident. It is important to note that the behaviour support team's purpose is not just to be seen as the staff who will come in and restrain the pupil. They may, however, be involved in restraint if this is required. They could also be used to supervise the remaining pupils in the class and have little involvement with the actual incident. Their role will vary depending upon the needs during the time. The basic principle of this team is to increase immediately staff numbers when a serious or emergency incident is happening to support a positive outcome of that incident.

The Behaviour Support Team will consist of a variety of staff from across the school. They will include Team Teach trainers or THRIVE practitioners. All staff on the team must have current, up-to-date training in Team Teach strategies. It will be the responsibility of all team members to become familiar with Positive Handling Plans for pupils throughout the school. The team members may be periodically changed to ensure all staff who wish to be part of this team can do so.

The current team consists of: Tracey McGuirk, Michelle Fitton, Kath Lynch, Stephanie Gillard, Geraldine Smallman, Diane Trollope and Claire Evans, Leanne Boardman, Christine Thomas, James McQueen and Aimee Meredith.

All classes have been issued with guidance on the role of this team and the procedure of contacting these people when they are required. A copy of this protocol appears in the **appendix 3**.

## Use of time out/calming rooms

For some pupils the use of 'time out' or a quiet room may help in deescalating a situation or in enabling the young person to manage their own feelings. It should be time limited and seen as one of many strategies that may help support in managing behaviour. The use of the 'time out' room will vary depending upon the needs and age of the pupil. Basic principles for staff include ensuring that pupils are not left unattended, although in some cases it is acceptable and appropriate for the pupil to be in the room and a staff member just outside the room. There are CCTV cameras, with monitors outside the rooms so staff can observe just outside the room if that is more appropriate. This will vary and depend upon age, needs of pupil and professional judgement.

Staff may encourage a pupil to request 'time out' prior to an incident escalating; this may also be part of scheduled activities through the day on a pupil's individual schedule. The 'time out' space should be a positive strategy and not used as a threatening environment. There are many ways in which the use of 'time out' room can help support a pupil with challenging behaviour and these strategies should be included in the IBP and PHP. There is a record of room use that is completed when any pupil uses the room, either via a request, scheduled time in the room or suggested / guided to the room. Copies of this log are collected and reviewed by senior leaders.

The use of this room must ensure that safeguarding and welfare of the pupil is of paramount importance. Staff **must not** use this area as somewhere where a pupil can be left for extended periods of time. It should also not be seen as an area that will detain a pupil against their will and the door must **NEVER** be locked. If there is a need to use the room during a serious incident in any other way than the agreed strategy in the IBP then class staff must use the experience of the Blue Team members and/or a member of SLT to agree an emergency strategy. This strategy will be logged in the incident report and reviewed by SLT. A copy of the protocol for time out room appears in the **appendix 7**.

## The post incident support structure for pupils and staff

Following a serious incident it is our policy to offer support for all involved. Individuals take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid.

All injuries should be reported and recorded using the accident report forms. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time will be given to follow up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

## Recording physical interventions

Whenever a restrictive physical intervention is required the incident **must** be recorded using the approved forms (**see Serious Incident Form and LA Restraint form in Appendix 6**). All staff involved in an incident should contribute to the record which should be completed as soon as possible after the event. These reports should be completed in a timely manner but must consider the well-being of all involved in the situation, allowing the individuals concerned time to have recovered from the immediate effects of the incident. They should not be rushed.

SLT will ensure that each incident is reviewed and instigate further action as required. A copy of this restraint form should be sent to the LA within **24hrs** wherever possible. The restraint form is also reviewed by the LA. In addition to the Restraint Forms any incidents of physical intervention will be recorded in the Bound and Numbered Book which is kept in Deputy Headteacher's room.

After a physical intervention parents/carers will be informed by a member of SLT via a telephone call home to explain what has happened. This will be as soon as possible after the incident. This telephone call will then be followed by a letter home within 24hrs of the restraint happening (see appendix 5 for example of letter). Parents/carers will be given the opportunity to discuss what happened in detail and the PHP will be reviewed to ensure it is still appropriate.

## Reviewing Positive Handling Plans

Following an incident consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan or Individual Behaviour Plan. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures (see Staff and Pupil Disciplinary Policy and Safeguarding Policy).

## Complaints

Any allegations of inappropriate or excessive use of force following an incident will be investigated via the All Wales Child Protection Procedures (AWCPP). We are an open school and promote transparent policy and practice in order to protect the interests of pupils and staff alike. Any staff concerns regarding the welfare of pupils should be taken to the Headteacher who is the

designated person for safeguarding. Any safety concerns should be reported to the Health and Safety officer.

### Related Documents

- All Wales Child Protection Procedures
- Keeping Learners Safe (Circular 158/2015)
- Education and Inspection Act 2006 (Section 93 )
- Welsh Assembly Government– 2005– “Framework for Restrictive Physical Intervention Policy and Guidance
- Welsh Assembly Guidance: Safe and effective intervention– use of reasonable force and searching for weapons (October 2010)

### Related school policy documents

- Safeguarding Policy
- Staff and Pupil Disciplinary Policy
- Health and Safety Policy

### Policy Review

This policy will be reviewed as detailed in the school’s policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>This policy will be reviewed in line with the school’s policy review cycle.</b>		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Pupil (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 28:** Every pupil has the right to an education.

**Article 29:** Education must develop every pupil’s personality, talents and abilities to the full.

**Article 42:** Every pupil has the right to know their rights.



## Appendix One: Individual Behaviour Plan (IBP)

**Pupil's Name:**

**Teacher:**

**Date:**

**Background Information:**

**General Behaviour triggers:**

**Essential Information for managing**

--	--	--

Shared and agreed with parents/carers on .....Signed by parents/carers.....

Signed by teacher..... This will be reviewed on .....



# Appendix Two: Positive Handling Plan (PHP)



## Trinity Fields School and Resource Centre Positive Handling and Intervention Plan

This should be completed for any pupil who presents challenging behaviour where physical restraint maybe necessary.

<b>Name of pupil:</b> <b>Class Teacher:</b>	<b>Year:</b>
--	--------------

**Behaviour / situation likely to result in Physical Intervention:** (What is the behaviour, when does this occur and where).

Triggers for behaviour and strategies to be used prior to Physical restraint are identified in IBP.

**Strategies to be used (where possible) before Physical Intervention:**

Visual Cue		Choice given		Remove stimulus (remove pupils)		Reassurance	
Talk calmly		Given space		State alternatives		Praise partial compliance	
Positive touch		Distraction ( check schedule)		Involving new staff		Repeat request	
Time Out (calming room)		Planned ignoring		Negotiation '3 days'		Physical prompt	

**Others:**

**Known motivators:**

**Physical Strategies approved for use:**

**Single Elbow ( )      Double Elbow ( )      Wrap ( )      Cradle Hug ( )**  
**Figure of Four ( )      Sitting on chairs ( )      Sitting on ground ( )**  
**Half Shield ( )      Shield ( )      Ground Shield ( )**

**Other:** \_\_\_\_\_

**Signatures:**

Pupil (where appropriate) \_\_\_\_\_

Parent / Guardian \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Leadership Team: \_\_\_\_\_

**Date:**

**To be reviewed on:**

## Planned Physical Intervention

Name of pupil:  
Class Teacher:

Year:

### Identification of Risk when using restraint.

Describe the potential risk:

- 

In which situations does the risk occur:

- 

List who is affected by the risk:

### Level of Risk Presented:

Low

1

2

3

4

5

6

7

8

9

High

10

### Risk Reduction:



## Appendix 3: 'Blue team' protocol

### Additional Support Team ('Blue team') for Serious Incidents

#### **Purpose of the Blue Team**

The purpose of the team is to provide additional staff to support a class team in managing a significant or challenging incident.

The additional support team will be guided by the class team as to how their support can be of help during an incident. The class teacher will remain the lead person in charge of any incident. However, all staff should keep in mind the Team teach philosophy of 'More help..' should any member of staff feel the teacher may need to be directed to opt out of the incident.

It is important to note that the behaviour support team's purpose is not just to be seen as the staff who will come in and restrain the pupil. They maybe, however, involved in restraint if this is required. They could also be used to supervise the remaining pupils in the class and have little involvement with the actual incident. They may also be used to support as an additional staff member when the pupil is having 'time-out'. Their role will vary depending upon the needs during the time.

#### **Team members:**

The Additional Support Team will consist of a variety of staff from across the school. They will include Team Teach trainers and all staff on the team must have current, up-to-date training in Team Teach strategies. It will be the responsibility of all team members to become familiar with Positive Handling Plans for pupils throughout the school. The team members maybe periodically changed to ensure all staff who wish to be part of this team can do so.

The current team consists of: [Tracey McGuirk](#), [Michelle Fitton](#), [Kath Lynch](#), [Stephanie Gillard](#), [Geraldine Smallman](#), [Diane Trollope](#) and [Claire Evans](#), [Leanne Boardman](#), [Christine Thomas](#), [Aimee Meredith](#) and [James McQueen](#).

#### **Guidelines**

When a serious behavioural incident happens and additional support is required :

1. Telephone the office and ask for immediate page of Blue team to ...' (stating where you are in school).
2. The office will immediately place page and all team members will attend the situation.
3. The class team will direct the behaviour team by establishing how they require support.
4. Members of the behaviour support team who are not required at the incident will return to classes.
5. After the incident members of the behaviour support team will help staff to complete incident log and will be involved in the debriefing process.

## Appendix 4 : Restraint form for LA



### Incident Recording Sheet – Physical Intervention

Within 24 hours of the restraint taking place, please ensure that a signed copy of this form is:

- Saved on the pupil’s school file
- If appropriate saved on the pupil’s safeguarding file
- Scanned and sent to [restraint@caerphilly.gov.uk](mailto:restraint@caerphilly.gov.uk) or faxed to 01443 866725.

#### Basic Information

<b>Name of School</b>			
<b>Name of Pupil</b>		<b>D.O.B</b>	
<b>Location of Incident</b>		<b>Date of Incident</b>	
<b>Time of Incident</b>		<b>Duration of Restraint</b>	
<b>Full names of staff involved</b>			
<b>Names of staff/pupils who witnessed the incident</b>			

#### Reason for Intervention – please delete as appropriate

<b>Risk of personal injury to pupil</b>	Yes / No
<b>Risk of injury to another person</b>	Yes / No
<b>Risk of significant damage to property</b>	Yes / No
<b>Compromising good order and discipline</b>	Yes / No
<b>At risk of committing criminal offence</b>	Yes / No

#### Details of the Incident

<b>What happened prior to the incident – please list any triggers</b>	
<b>Description of the incident</b> <ul style="list-style-type: none"> <li>• Where did incident start</li> <li>• What was happening at the time</li> <li>• what action was taken to try to de-escalate the situation</li> </ul>	

<b>Level of Risk – please delete</b>	Low / Medium / High
--------------------------------------	---------------------

Tick and/or describe precisely what the risk was					
Verbal Abuse		Slap		Punch	
Bite		Pinch		Spit	
Kick		Hair Grab		Neck Grab	
Clothing Grab		Body Holds		Arm Grab	
Throwing Objects		Weapon		Other	

Other:	
Who was at Risk?	

### Method of Physical Intervention

<b>How was the pupil held?</b> <ul style="list-style-type: none"> <li>Name of hold</li> <li>Number of adults</li> </ul>	
<b>Has the pupil been physically restrained before?</b> <ul style="list-style-type: none"> <li>Please indicate dates</li> </ul>	

### Outcome of Incident

<b>Was anybody injured?</b> <ul style="list-style-type: none"> <li>Who was injured</li> <li>Nature of injuries</li> <li>Treatment required</li> </ul>	
---	--

### Follow up action

<b>Were other agencies contacted?</b> <ul style="list-style-type: none"> <li>Medical Staff</li> <li>Pupilren's Services</li> <li>Education Safeguarding (LAC)</li> <li>Police</li> </ul>	
<b>Parent/Carer informed</b> <ul style="list-style-type: none"> <li>Method of contact</li> <li>Time</li> <li>Date</li> </ul>	
<b>Debrief discussion with pupil</b> <b>If yes, please summarise discussions. Please indicate the pupil's views.</b> <b>If no, please explain why not.</b>	<b>Yes / No</b>
<b>Debrief discussion with staff</b> <b>Please list any actions required.</b>	<b>Yes / No</b>

<b>Name of professional carrying out restraint and completing this form</b>	
<b>Designation and signature</b>	
<b>Head Teachers signature</b>	
<b>Date</b>	

## Appendix 5: Letter to Parents follow a Restrictive Physical Intervention



Trinity Fields School and Resource Centre,  
Caerphilly Road,  
Ystrad Mynach,  
Hengoed.  
CF82 7XW

School No: 01443 866000  
Fax No: 01443 866045

Our ref: Mc

Dear

Yesterday, as you are aware .....’ Behaviour became extremely challenging and as such posed a health and safety risk to himself, other pupils and staff. During his outburst..... . Staff supported him by following his agreed Positive Intervention Plan to help him calm down and regain control of his actions.

Although we followed his Positive Intervention Plan and tried everything we could to calm him down, it was necessary to use a Team Teach intervention to keep him safe– we tried everything we could to avoid this.

Should you wish to discuss the incident or how it was managed please contact school on 01443 866000 and the Principal (Ian) or Deputy Headteacher (Tracey, who is an Team Teach Lead Tutor) will be happy to talk to you about it.

Be assured that .....’ health and well-being is our highest priority and we will do all we can to safeguard his welfare whilst managing his challenging behaviour.

Please could I ask you to sign and return the slip below to school as soon as possible.

Many thanks for your continuing support,

**Tracey McGuirk**  
**Deputy Headteacher**

---

I confirm that I have received a letter about my pupil being held during an incident.  
Please tick the following boxes as appropriate:

- I wish to come into school to discuss this further.
- I would like someone from school to ring me to discuss this further.
- I am happy about the way in which my pupil’s behaviour is managed at school.

Signed: ..... Date: .....

Parent/Carer of: .....



## Appendix 6: Serious Incident Form

### Trinity Fields School and Resource Centre Serious Incident Recording Sheet

This form should be completed when a serious incident occurs which has the potential or has an immediate risk to the Health and Safety of pupils or staff.

<b>Name of pupil:</b>	<b>Date of incident:</b>	<b>Time of incident:</b>	<b>Location of incident:</b>
		<b>Duration of incident:</b>	<b>Form completed by:</b>

**Briefly describe the events leading up to the incident:**

<p><b>Nature of the incident:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%; text-align: center;">Tick</th> </tr> </thead> <tbody> <tr><td>Injury to the pupil</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Injury to another pupil</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Injury to staff</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Potential self-harm</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Threat of injury to another pupil</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Threat of injury to staff</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Serious disruption</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Damage to property</td><td style="text-align: center;"><input type="checkbox"/></td></tr> </tbody> </table> <p>Other: _____</p>		Tick	Injury to the pupil	<input type="checkbox"/>	Injury to another pupil	<input type="checkbox"/>	Injury to staff	<input type="checkbox"/>	Potential self-harm	<input type="checkbox"/>	Threat of injury to another pupil	<input type="checkbox"/>	Threat of injury to staff	<input type="checkbox"/>	Serious disruption	<input type="checkbox"/>	Damage to property	<input type="checkbox"/>	<p><b>List staff and pupils involved in or witness to this incident:</b></p>   
	Tick																		
Injury to the pupil	<input type="checkbox"/>																		
Injury to another pupil	<input type="checkbox"/>																		
Injury to staff	<input type="checkbox"/>																		
Potential self-harm	<input type="checkbox"/>																		
Threat of injury to another pupil	<input type="checkbox"/>																		
Threat of injury to staff	<input type="checkbox"/>																		
Serious disruption	<input type="checkbox"/>																		
Damage to property	<input type="checkbox"/>																		

**Describe exactly what happened:**

**State how the situation was resolved** (tick as many as required).

Verbal support ( )      Negotiation ( )      Reassurance ( )      Choices given ( )  
Distraction ( )      Positive Touch ( )      Humour ( )      Calm Talking ( )  
Planned ignoring ( )      Step away ( )      Involving new person ( )      Physical prompt ( )  
Physical intervention ( )

Other: \_\_\_\_\_  
\_\_\_\_\_

**Does this reflect the Positive Handling / Behaviour plan for the pupil ? YES / NO**  
If No please state why?

**How did the pupil respond after the incident?** \_\_\_\_\_  
\_\_\_\_\_

**Was the incident discussed with the pupil? YES / NO**

**Who lead this discussion?** \_\_\_\_\_

**Was an accident form / medical attention required? YES / NO**

If YES give details:

**Incident was reported to:**

\_\_\_\_\_  
(signed by LT member)

**Date:**

Copies of this form: Pupils file ( )      Assistant Heads ( )      LEA Personnel ( )





## Appendix 7: Protocol for Time Out Areas

### TRINITY FIELDS SCHOOL and RESOURCE CENTRE

#### PROTOCOL FOR USE OF TIME OUT/CALM ROOMS

##### **Rationale**

Our pupils have a range of complex difficulties. There will be times when all their needs cannot be met fully in their main classroom. There are calming rooms adjoining most classes throughout the school. These rooms will be used flexibly to meet the changing needs of class groups. The rooms design and primary function may therefore change from year to year according to individual needs.

This protocol should be read in conjunction with our school behaviour and physical intervention policies.

##### **Possible Uses:**

This room may for example be used for any of the following:

- a quiet workroom with a workstation
- a soft play room where pupils can safely let off steam or join in intensive interaction type activities
- a withdrawal room for quiet sensory activities e.g. massage, story
- a safe room for a pupil to withdraw themselves to or be guided to if they are becoming agitated or demonstrating aggressive behaviour towards other pupils and staff. If a pupil is to use it for these purposes, details will be given on its use on their Individual Behaviour Programme and Positive Handling Plan.

##### **Principles:**

The following principles are to ensure pupil safety and the best interest of the pupil:

1. The doors **do not have locks** on them and staff **should not shut** pupil in these rooms by holding the handle. Pupils must have free access to get out of the rooms at all times. These rooms have CCTV cameras that record as enter room.
2. Staff should not physically remove a pupil to the room unless it is written into their Positive Handling Plan, with explicit escort holds, guidelines and parental consent.
3. Pupils should **never be left unattended** in these rooms. Some pupils may have it written on their behaviour programme that they can go to the calming rooms when becoming agitated in class, and then make this decision themselves. However, the door must not be shut and they must be checked on every 2 – 3 minutes. They should not be left if they are at risk of self-injurious behaviour.
4. Staff discretion must be used regarding whether they are to be left alone with a pupil in these rooms. Our guidelines are that it is acceptable to work individually with a pupil who is calm or non-aggressive but it would not be appropriate for one member of staff to be left with a pupil having an aggressive outburst who had been removed to this room as a result of this behaviour outburst.
5. The record of room log must be filled in when the room is used. This is monitored by SLT.



## Appendix 8; Help Protocol/Scripts

### TRINITY FIELDS SCHOOL and RESOURCE CENTRE

#### HELP SCRIPTS

##### **Script 1: For use with the pupil**

(Pupil's name) I can see that you're having difficulties at the moment.  
I am here to help. Talk and I will listen. Come with me and we can...

##### **Script 2: To support staff**

I am here to help.

... Can you help by ....

##### **Script 3: To support staff who need to remove themselves from the situation.**

**More** help is available.

... What do you suggest ....

I think that ...