



# Glenwood School Behaviour in Schools

**December 2020**

# Glenwood School Policy on Behaviour in Schools

Emerson et al (1987).

*“Challenging behaviour is precisely that; it is behaviour which is a challenge to us and the situation or circumstances a person finds themselves in. It is an individual’s way of saying, “I don’t like (or want) this and I want to change it (or stop it).” There are always good reasons for the challenge.”*  
(BILD 2003)

All the learners who attend Glenwood School have significant learning difficulties. This is likely to affect all areas of their learning and functioning, including communication skills and learning the conventions of society, e.g. acceptable conforming ways of getting your needs and wants met. It is the duty of all staff to follow all policies, guidelines and reporting procedures relating to the management of behaviour.

## **Introduction**

This policy reflects the values, ethos and philosophy of Glenwood School in relation to learner behaviour management. It provides guidance on the procedures in place when working with learner behaviour including, the identification of needs within Glenwood School, and the organisation of specific arrangements and the ethos and guidance on the use of physical interventions (PI) and restrictive physical interventions (RPI).

This policy is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.

The implementation of this policy is the responsibility of all staff.

## **Rationale**

All learners are entitled to receive a curriculum, which is relevant, broad and balanced and to be taught in an environment, which is positive and responsive to their needs. It is recognised that, some learners require structured support and guidance in order to enable them to live full and valued lives.

It is acknowledged that within the setting of the school physical contact is both unavoidable and frequently appropriate. As an emergency reactive physical intervention or restrictive physical intervention may also be unavoidable due to the complex learning difficulties of learners.

Restrictive physical intervention;

*“A deliberate act to restrict a person’s movement.”*

All school staff need to feel that they are able to manage behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

This policy explains the philosophy and practice of the school in meeting the needs of learners who display challenging behaviour.

*“Severely challenging behaviour refers to behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or delay access to and use of ordinary community facilities*

### **Equal opportunities**

The race, ethnicity and cultural background as well as the interests, strengths and needs of individuals must be considered in deciding on appropriate teaching content and strategies.

### **Values**

Glenwood School’s approach to behaviour management is based on the following principles.

- A commitment to working in the best interest and well being of all the learners.
- The belief that all learners have the right to be treated with respect and dignity at all times.
- A proactive and positive approach to behaviour is undertaken.
- That aversive / punishing strategies are avoided although there may be consequences for specific individuals which are derived through logic.
- That a learner’s behaviour meets a need for that individual.
- That problem behaviour should not be considered or targeted for change out of context.

That all learners have the following entitlements,

- A healthy lifestyle including a nutritious and balanced diet, exercise, medical assistance and dental care.
- Protection from, unreasonable risk, injury.
- Freedom from any form of abuse.
- To have appropriate care including, medical, hygiene and physical comfort.
- Access to a range of appropriate and enjoyable activities and pastimes
- To make choices and to be involved in making decisions about their life.
- To be respected as an individual.

- To have their own personal possessions and appropriate clothing.
- Access to mobility aids and transport.
- A comfortable, clean and safe learning environment.
- Acceptance by others.
  - Opportunities to form relationships.

(Human Rights Act, Articles 3, 5, 7 and 17, Every Child Matters, DCSF)

### **Aims**

The aims of this policy are as follows,

- To provide a framework for considering the needs of learners who experience significant difficulties with their behaviour.
- To ensure that all concerned apply a positive approach to working with learners who experience significant difficulties with their behaviour.
- To promote understanding and sensitivity in providing the support required by individual learners.
- To ensure staff are clear on the guidelines and justifications for using any physical interventions.
- To provide clear, unambiguous guidance for staff working at the school.
- To make clear our practices to parents / carers and other interested parties.

### **Implementation**

At Glenwood School all staff and visiting professionals are expected to follow the school's policies and practices relating to physical contact and interventions and it is the duty of all staff to ensure adherence. Teaching and residential leaders should ensure that staff are aware of specific individual guidelines and programmes.

Some behaviours raise concerns because they risk harm to self, peers, adults or in some cases property. When confronted with these behaviours, staff may decide that they have no alternative other than to restrict the person's range of physical movements. Whilst there may be occasions when this is unavoidable a range of strategies are employed to minimise the need for any physical intervention. Any planned physical interventions used will be from those documented within an individual's personal and social support strategy. When faced with challenging behaviour, staff should analyse the behaviour and implement appropriate strategies.

### **Functional Analysis of Behaviour**

Functional analysis of behaviour is based on the premise that all behaviour serves a purpose and probably fulfils an important function for the individual.

In order to devise an appropriate behaviour management programme it is necessary to gather as much information as possible. It is important to consider why the behaviour occurs. Understanding why can result in knowing how to avoid the unwanted behaviours occurring. In order to analyse we need to work through the following steps,

- **A full description of the behaviour(s)** (the more severe the behaviour the greater the need for detail)

Topography – what you actually see

The cycle of the behaviour – including the start and finish, does it start suddenly or build up?

The strength – frequency, duration, possible factors which start the behaviour, e.g. loud noise.

The severity – injury, damage, disruption, how much help is needed to manage an incident, what steps are required to keep people safe.

The history – how long has it been going on, any recent changes both in behaviour and life. This information may help us understand why and then be able to do something about it.

- **The different situations** and circumstances that help us predict when the behaviour is most likely and least likely to happen.  
The antecedents are usually specific to the individual. They may be internal or external.  
Internal – e.g. health issues, pain, hunger, thirst, mood, illness and epilepsy.  
External – e.g. Where, who is with them, at what time.
- **The consequences** it is important to consider what has happened after the behaviour in the past, we need to know what hasn't worked. It may also help us to decide what is making it more likely that the behaviour will happen again.  
What happens directly afterwards – what do people do / say (what they do and say not what they think they do and say). What does the learner do / say.
- **The Ecological Environment** includes everything around you both tangible and concrete and abstract.  
Physical space – e.g. too hot, too cold, too crowded, too noisy?  
Interactions with people – how do they treat me, do they like me, do I think they like me, do they understand me, do they communicate with me in a way I understand.  
What is life like. – What curriculum is offered, what rewards the individual, is there enough fun / pleasure, choice opportunities.

When we have considered all of the above points and added any information to what we already know about the individual, we should be ready to form an opinion about why the behaviour occurs.

It is acknowledged that the behaviour may represent,

- The learner's unique way of communicating with the world.
- The way the person has learnt to cope with stress.
- The learner's idea of what play is all about.

### **Functions of Behaviour**

There are four main functions of behaviour and they are all involved with getting your own needs met.

- Attention – it may be that the learner has a need for more attention or to initiate attention and does not have appropriate ways of asking for it.
- Tangible – getting something that you want
- Sensory – a behaviour which results in sensory stimulation is usually instantly rewarding, i.e. as soon as it starts, reward is obtained.

- Escape – e.g. to avoid a task / activity / situation / place / person.

When the behaviour has been analysed we are able to design an individual Personal Support Strategy. In conjunction with a learner's individual educational plan the following areas should be covered taking into account a holistic approach for the individual. Teaching functionally equivalent skills if appropriate, extending the learner's communication skills, positive reward for the absence of the unwanted behaviour and agreed strategies for use if the behaviour occurs. It is useful to design an individual Personal and Social Support Strategy that integrates all aspects of the young person's Personal, Social, Health and Emotional Development. The school will have a hierarchy of responses (Equality Act, 2010) for each learner.

All Personal Support Strategies are shared with staff, parents / carers. They are the subject of ongoing monitoring, reviewed as required and always at the time of the Annual Review.

### **Risk Assessment**

Individual programmes fulfil the need for a risk assessment. Risk assessments for an activity, in school or out in the community are carried out as part of planning, by all teaching and senior residential staff. All staff are continually assessing risk for every learner throughout the day.

### **Recording, Reviewing and Monitoring of incidents**

- Behaviours which cause concern and need to be monitored should be recorded on a Monitoring of Behaviour form (available in the staffroom and in residential offices).
- All incidents of behaviour which put the learner or others at risk of injury or cause injury must be recorded on an incident report form (copies available in the staff room and in residential offices) and also logged on My Concerns in order that all pertinent information is collated effectively. Any use of physical interventions must also be recorded on the school incident report form. If a restrictive physical intervention is used this should be recorded on the incident form and written in the log book (in the Headteachers office and in residential offices) by a member of the Senior Leadership Team or residential manager. A minor injury to a learner or member of staff should be recorded in the school's accident book. More significant injuries are reported on the Essex County Council Accident Report and Investigation Form. (available from the main office).
- All incident forms are monitored by a member of the senior leadership and residential manager. Suggestions for further actions and strategies to be put in place are clearly written on the incident form and shared with staff working with the learner.
- Incidents, use of physical interventions or restrictive physical interventions and if strategies/changes have been put in place are plotted on a table format for each learner so any changes can be monitored.
- Following an incident all staff involved should have the opportunity to share their thoughts, views and ideas for actions for the future.

- Following an incident, learners for whom it is appropriate are encouraged to share their thoughts, views and ideas in a way which is appropriate for them and at an appropriate time.
- Parents/Carers are informed if a Restrictive Physical Intervention has been used to support their young person.
- If staff require support with a young person with regards to their behaviour then there is a STEPS referral form to complete. (See attached) This is handed to Chloe or Nick so they can meet to discuss the young person and possible strategies that can be used (including any physical interventions or restrictive physical interventions.)

### **Touching and holding learners.**

Control is only one reason why learners may be touched or held. Physical contact between learners and care giving adults is both necessary and desirable. Staff should respond to learners in ways, which give appropriate expression of care, and to provide comfort when a learner is distressed. However staff should take care that their conduct is not likely to be misinterpreted by the learner or others. The following guiding principles are recommended.

The level and type of contact should reflect the individual, educational, social and medical needs of the learner. Some level of physical contact is likely to occur in all teaching activities as well as in aspects of personal care such as using the toilet, dressing / undressing routines and when administering enteral feeds. The age and gender of the learners and the gender of the staff must be considered in all aspects of privacy and personal care. At Glenwood School it is acknowledged that it is desirable to have staff of the same gender to undertake personal care of an intimate nature, e.g. when using the toilet and changing, with the older learners. However this is not always possible.

When learners initiate a request for physical contact staff should pay due regard to the chronological age of the learner in deciding how to respond. However care must be taken to ensure that their response does not give the learner the feeling that they have been rejected as a person. Some learners may need to be specifically taught about appropriate and inappropriate touch.

When physical expression of affection is appropriate it should be given in the company of other people.

### **Acceptable forms of physical intervention in Glenwood School**

Use of all forms of physical intervention are governed by criminal and civil law (Human Rights Act 1998)

Any form of physical intervention must be reasonable and proportionate to the situation.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a learner in distress, so long as this is appropriate to their age, for example a 'Supportive Hug' or 'Supportive Arm' (Essex Steps)
- to gently direct learner by guiding or escorting;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;
- in rare circumstances, when Restrictive Physical Intervention is warranted.

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. (Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention.)

### **Guiding and Escorting through physical contact**

Often a learner can be held in a way that does not constitute restraint, in order to ensure their safety and welfare. For example, when crossing, or walking alongside a road, or when using physical contact such as an arm around the shoulder to guide someone back to their seat. The difference between physical control through touch and restraint is, the degree of force used, the intention behind the action and the way it is perceived by others.

### **Physical intervention**

Physical intervention is the positive use of reasonable force (no more force than is needed) in order to avert danger by preventing or deflecting a learner's actions, or by removing an object that can be used to cause harm. Force is usually used to implement restrictive physical intervention. Guiding and escorting is passive physical contact whereas a restraint is holding using force. All members of staff at Glenwood School should ensure the use of force is reasonable, proportionate, necessary and no more force than is necessary is used.

There is no legal definition of "reasonable force". However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Careful consideration and planning is required to prevent the repeated or over use of physical interventions. Any Physical Interventions used are clearly documented within an individual's Personal Support Strategy and are only to be used as a last resort. In rare cases some physical interventions should be seen as an emergency strategy, used only to keep the learner and others safe at that moment. The incident should then be carefully reviewed and strategies put in place which may include a planned physical intervention. An emergency strategy should only be used once. Reactive strategies should be planned and implemented into the person's PSS.

*“Unplanned interventions require professional judgement to be exercised when requiring a split-second decision. Any response must be reasonable and proportionate.” (Reducing the Need for Restraint and Restrictive Interventions, November 2017 – Draft Guidance)*

At Glenwood School staff are expected to engage in physical interventions to prevent a learner harming themselves, a peer or an adult. The legal framework allows for physical interventions to be used to protect property. At Glenwood School staff are not expected to routinely use physical interventions to protect all property within the school. The decision whether or not to use physical intervention to protect property will be a matter of professional judgement. All property can be replaced, however it would not be in the learner’s best interest if they were encouraged to think that their behaviour was acceptable due to non-intervention by staff.

Please note the following directions.

- Physical interventions should only be used when there is no safe alternative.
- If there is the need to plan to use physical interventions this must be written into an individual’s personal support strategy.
- Whenever possible there should be at least two members of staff present if physical interventions are used.
- Staff must only use strategies that they have been trained in. These strategies are designed to minimise the risk of injuring or causing any pain to the learner.
- Staff will regularly need to use their professional judgement e.g. it is appropriate to lift a young small child from the floor and guide them back to where they should be but the same action with an older / bigger learner would put all involved at risk of injury.
- The following actions are never acceptable, slapping, pinching, shaking, squeezing, pulling hair, poking, pushing.
- Controlling or guiding a learner’s actions by holding their clothing is only ever acceptable for the briefest period of time in order to prevent injury, e.g. if a learner suddenly attempts to run into the road. The hold should be changed as soon as possible.
- It is never acceptable to physically restrain a learner who is experiencing difficulties with their behaviour, by the use of specialist seating equipment or other specialist equipment unless this has first been agreed by parents/carers and the Senior Leadership Team and residential care manager, e.g. some learners have harnesses that do restrict freedom of movement when being transported and this is for their safety.
- In some circumstances, it is acceptable to use a buggy or wheelchair off site, which has been supplied by home, for an ambulant learner who is happy to travel in such a way. This is to enable them to access the community safely. This should always be checked with a member of the Senior Leadership Team and/or residential manager where applicable first.
- It is acceptable to restrict a learner’s liberty by preventing them from leaving the school site, in order to protect their safety. Learners have free access to classes and most communal areas, e.g. Library, Music Room. Access to rooms

which may present a safety risk if the learner was alone are restricted, e.g. Cookery room, Kitchen.

- Staff are not expected to accept being repeatedly hit or kicked by a learner and should always consider if moving away would stop the behaviour or a physical intervention be used. It would not be in the learner's best interest if they were encouraged to think it was okay to repeatedly hit an individual due to non-intervention by staff.
- Staff should not physically intervene or verbally respond to spitting. (DFES Circular 10/98)

### **Preventing the need to use physical interventions**

Physical interventions should only ever be used as a last resort. At Glenwood School we have adopted a positive approach to working with learners who exhibit challenging behaviour.

A range of strategies are used to prevent escalation in difficult situations and every effort is made to use a variety of calming techniques when a learner is showing signs of presenting known challenging behaviours. These strategies and techniques are listed on the learner's PSS.

### **Support for staff and learners**

Wherever possible the young person(s) involved in the incident should have the opportunity to review and reflect at an appropriate time afterwards. This is dependent of the young person's level of cognitive understanding.

It is recognised that any incident of a severity that requires any physical intervention will be distressing for all staff involved. Even when alternative strategies avoid the need to use physical interventions staff can be placed in very stressful situations including those that involve attacks upon their person. It is acknowledged that different people require different forms of support. Staff are encouraged to speak to another member of staff as soon as possible after the incident if they feel it would be helpful and certainly before leaving school for the day or at the end of their shift if part of the residential team. Staff may need time away from a learner who has extremely challenging behaviour and should feel able to make this need known. They may request or be required to review and reflect on the incident with a designated member of staff as indicated on the Incident Report Form. The Senior Leadership Team and residential manager if appropriate must be kept well informed in order to monitor and evaluate strategies or institute strategies for an individual.

### **Training**

Training is part of the induction process as is coaching around the needs of individual learners. Staff are encouraged to work together in order to improve understanding and practice. All staff working with learners are trained in line with guidelines set out by the DFES and Essex County Council. Specialists within and from outside the school who are accredited trainers for Step On and Step Up

provide training and advice to school staff. All staff receive Step On training. This outlines the ethos of the school, de-escalation techniques and some physical interventions. This will provide staff with a hierarchy of responses for each learner. Step Up training covers the use of restrictive physical interventions. Staff will only receive this training on a 'needs' basis. They will only be trained to use the specific interventions for the learners they work with which are listed on the PSS.

References available from the Headteacher

A range of literature from The Institute of Applied Behavioural Analysis.

Literature from BILD

Reference books on Autism and on Severely Challenging Behaviour

Other guidance Documents

Reducing the Need for Restraint and Restrictive Intervention, November 2017 – draft guidance

Equality Act (2010)

Use of Reasonable Force: Advice for Head Teachers (July 2013)

Behaviour and Discipline in Schools (Jan 2016)

Essex Steps Training material (November 2017)

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