RIVERSIDE SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Approved at Board meeting No 4, 20 January 2022

This policy will be reviewed biennially.

Next review date: Spring term 2024

RIVERSIDE SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Anti-Bullying Policy

E-Safety Policy
Policy for Use of Chill-Out Rooms when Managing Challenging Behaviour
Safeguarding/Child Protection Policy
Team-Teach Manual

INTRODUCTION

When helping students with their personal development and the management of their own behaviour, we aim to:

- Help all students develop high self-esteem, independence skills and an enthusiastic attitude to life and learning.

- Provide a safe, healthy and stimulating learning environment where clear boundaries for students are respectfully communicated and consistently reinforced.

- Develop students' communication skills, and encourage self-confidence and a positive attitude to learning, enabling all students to interact effectively, express their preferences and needs and participate in decision-making.

- Develop students' relationship skills, encouraging shared values and sensitivity to others, and promoting self- and peer-advocacy.

POLICY SECTIONS

1. Personal Development and Behaviour Leads

- It is the collective responsibility of the whole adult community at Riverside, (staff, governors, students, volunteers, friends and supporters), under the direction of the headteacher, to develop and maintain high standards of behaviour through skilled support for students.

- However, the school has five Team Leaders with responsibility for students' personal development and behavior in their team. The Team Leaders are part of the school's senior management team and jointly work on protocols and systems to develop safe, effective practice in the management of challenging behaviour in the school.

- In addition to training staff, and giving advice and guidance on managing challenging behaviour, and drawing up effective individual Behaviour Profiles, the Team Leaders are also responsible for ensuring that individual student progress in behaviour is recorded and monitored through the school's Solar assessment tool, and is further used to inform individual programmes and whole-school analysis.

2. General Principles

- Many students at Riverside have low self-esteem. Raising it is fundamental to their making a success of their lives. When managing behaviour problems it is essential to preserve a student's dignity and self-esteem.

- Teaching social skills and looking for positive, creative strategies to help students cope with their difficulties is more likely to be successful in the long term than punishment.

- Students at Riverside have a very wide range of learning disabilities and need careful explanation, (e.g. use of photographs, symbols, role-play), to help them understand why certain behaviour is necessary.

- Many students at Riverside also have emotional and behavioural difficulties which require a structured, consistent approach and a high level of skill to manage effectively.

- It is important that adults in the school display the same qualities they seek to foster in our student group.

- The school believes that a high level of self-esteem and confidence in staff are an essential component in developing good student behaviour management skills.
- Staff should be aware that certain times of the school year may bring an increased risk of incidents of challenging behaviour. These include periods leading up to holidays when some students become anxious about substantial time at home and periods when there are likely to be changes in routines, (e.g. our residential trips season, and during the annual review cycle when staffing arrangements are affected).

- At Riverside we aim to develop the appropriate staff skills for the effective management of challenging behaviour through a commitment to a rigorous CPD, (continuing professional development), training programme.

- When managing students' behaviour staff should at all times follow the procedures laid down in this policy, and be aware of all the principles and practical training delivered either by their 'Team-Teach' or by their In-House 'Base' training.

- The school provides three levels of training in managing challenging behaviour: Team-Teach Medium-Risk, Team-Teach Low-Risk and In-House Base training. All staff, without exception, receive regular training/refresher training in one of these disciplines – see regularly- updated list displayed on school Information Board.

3. **Communication and learning**

- A student's behaviour is often governed by the level of anxiety and arousal experienced.

- Challenging behaviour is often the result of the student feeling frustrated, confused, over-stimulated or under-stimulated and/or unable to communicate.

- We will seek to reduce the risk of challenging behaviour by ensuring that every non- or semi-verbal student has a functional communication system and that our learning expectations of them are appropriate.

- See Practical Advice Section 12 - 'Classroom Organisation' for guidance in arranging learning environments to assist with the above.

4. <u>School Rules</u>

- Students need to understand, as far as they are able to, the reasons behind school rules. Reading and individual and class discussion can help this process. However, since complex language can be very difficult for our students, rules and acceptable behaviour are also demonstrated through role-play, signing, and pictures.

- Assemblies are another way to draw attention to and promote the school rules, especially at the start of a school year.

- Parents are made aware of school rules as part of the initial induction arrangements when their son/daughter starts at Riverside.

5. <u>Approaches to Encouraging Good Behaviour</u>

The main way of encouraging good behaviour in students is through valuing them as individuals and recognising their contribution in lessons and to the life of the school.

This can be achieved by: -

- Regular praise and encouragement.

- Reminding students of present and past successes.

- Showing work to class.

- Students showing/explaining work to other classes. This should generally be towards the end of lessons, to minimise disruption to classes.

- Encouraging students to discuss their work.

- Showing work in team assemblies.

- Showing work to other teachers/staff.

- Sending letters to parents to say students have performed well.

- Taking good work home to show parents.

- When students achieve a skill over a period of time, or pass a milestone in their educational development, this can be recognised by awarding a suitable achievement certificate presented in an assembly.

- In addition, there is a weekly *'Cool, Calm and Collected'* award given to the student who has made the most significant progress in improving their behaviour in that particular week.

6. Positive Behaviour Support (PBS)

- The school has bought into the Haringey PBS programme, along with the other special schools, provisions, colleges, respite services and parents.

- PBS is a comprehensive approach to assessment, planning and intervention that focuses on addressing the young person's needs, their home environment and overall quality of life.

- PBS looks beyond the behavior itself and addresses the social, economic and cognitive and/or environmental factors influencing the behavior

- Riverside has six trained supervisors who both train school staff in the methodology and also link with the wider Haringey network of supervisors. The school's supervisors consist of two teachers, three TAs and the Team Spirit Lead).

7. Behaviour Profiles

- Behaviour Profiles summarise key strategies known to work with individual students so that all staff concerned can adopt a consistency of approach to ensuring that the student is not only behaving well but is happy and learning effectively.

- Behaviour Profiles can also be helpful in breaking an entrenched pattern of behavior for some students.

- Behaviour Profiles are RAG (Red, Amber, and Green) Zoned. The Green Zone describes where we would want the student to be as much as possible and how to keep them there (i.e. when they are settled and happy). The Amber Zone describes how the student presents and what should do if they are experiencing agitation or unhappiness. The Red Zone describes high levels of challenging behaviour and what staff should do to intervene (only a minority of students will have a Red Zone entry)

- When appropriate, speech and language therapists should be involved in the drawing up of the Profile. Our link EPs can also contribute if desired.

- Copies of the Profiles should be kept in class and also centrally in the master folder kept in the ground floor meeting room.

- Behaviour Profiles should be reviewed at least annually or more regularly if necessary. If helpful, this can be done in class or team meetings.

Sound principles are:-

- If appropriate involve the student in designing the Profile.

- More able students can take personal responsibility for getting a Progress Card regularly signed through the day. This can then be shown to a senior member of staff at the end of the day and taken home for the parent to read, sign and return to school.

- Seek parental/home support.

- Ensure there is a good chance of success. If targets are too high students will fail.

- Concentrate on one aspect of the range of problem behaviours at a time.

- Keep it simple, (e.g. using smiley faces or shading in parts of a picture at intervals gives students with a complex learning disability a visual reminder of how they are progressing).

- Higher-functioning students should be encouraged to self-monitor, (carrying their own daily report card can be a helpful approach).

- Any rewards built into the Profile should be carefully considered and, if food-related, should only be considered in the context of individual dietary and health issues.

- Equally, a referral to the CAMHS-LD service may be appropriate. This can be made through the school's fortnightly MDT system and/or directly via the school nurse.

- The headteacher, leadership team members, SMT, SALT's and the school's EPs are always willing to discuss ideas and support long-term strategies for managing challenging behaviour.

- Behaviour Programmes can be reviewed at Annual Review meetings when consulting with parents and various professionals planning for transition in the following September.

8.   **Bullying**

- *'Attempts to enhance the level of self*-esteem, confidence and social functioning of any child will fail unless supported by an organisation which offers respect and recognition to each individual student. Children need to be treated with consideration if they are to show consideration to others, and respect if they are to allow others feelings of self-worth.'
(Valerie Besag. 'Bullies and Victims in Schools' OU 1989).

Examples of bullying include: *hitting, kicking, punching, spitting; insulting family/friends; racist, sexist or homophobic bullying; 'sexting'; malicious texting; abuse on social media; teasing someone about their disability; ignoring or deliberately leaving someone out of a group; forcing someone to do something they don't want to do or preventing them from doing something they do want to do; making fun of someone because they find something difficult; making fun of someone because of how they look and behave; deliberately making someone feel bad about themselves.*
We are mindful that recently discovered high levels of sexual abuse and harassment of girls by boys in schools is an issue which requires high levels of staff vigilance, and support for developing girls' voices according to each student's levels of communication, (see School Improvement Plan and Safeguarding/Child Protection Policy).

- Riverside is committed to providing a caring, friendly and safe environment, (see *'Anti-Bullying Policy'* for further details about what bullying is, and th*e school's approaches to ensuring bullying is rare*).

- The school holds an annual 'Anti-Bullying Week' where various events encouraging 'kindness, consideration and respect' take place. Some of these events are held jointly with Woodside students.

- Students are encouraged and supported in telling/reporting to an adult any bullying they may experience or of which they may be aware.

- A 'Worry Box' is installed in the playground foyer to which the headteacher holds the key. Students, (or their advocates), are reminded that confidential messages can be left for the headteacher if they have any worries, including about any bullying.

- Awareness of what bullying is and how the school can prevent it is also promoted through assemblies, reading stories, role-play, class meetings and the School Councils.

9. Children in Care/Adopted Children

- Children's early experiences have significant impact on their development and future life chances. As a result of their experiences before entering care or adoption, and during care, children in care and adopted children are at greater risk than their peers of under-achievement, and there is a statistical risk that they may develop negative behaviours through unresolved trauma.

- School staff are trained in Attachment Awareness and are vigilant in monitoring the progress and wellbeing of students whose experiences fit this scenario.

- The aim is to enhance staff knowledge and skills in understanding and effectively supporting not only students in care and adopted students at the school, but all students for whom the school feels this approach is helpful.

10. **Autism**

- Since the school has a high percentage of students with autism, it is important that all staff are aware of the various needs around autism and effective strategies to use when managing their challenging behaviour.

- Staff at Riverside are mindful of the Diad of Impairments and have a clear understanding that this can influence the way a student with autism interacts, communicates and visualises his or her surroundings. Staff are also aware of the needs of individual students, for example sensory issues and the effect this can have on a student's behaviour.

- Autistic students at Riverside are supported by a structured daily routine, staff that are aware of their individual needs and behaviour programmes that outline precautions and necessary strategies to use in the event of challenging behaviour. Briefings and staff meetings are also to be used to inform staff of any changes to Behaviour Programmes or an ASD student's behaviour to ensure all staff are working effectively as a team.
See Autism at Riverside for further information about the school's provision).

11. **Transitions into and from the School**

- The majority of students join Riverside at the start of Year 7, and leave at the end of Year 11 or 14. However, on occasions students may arrive and leave at other ages. However the school has a protocol for admissions and leavers that applies to all.

- All students are visited by Riverside staff in their feeder school, staff hold mutual discussions and key documents are shared prior to the students arrival, in particular any behavior and safeguarding records. Staff are then well-prepared to plan for the student, once having arrived at Riverside. For students transferring out of Riverside, the same protocols apply with the school ensuring that the new placement is fully-informed about the student.

12. **Parental Support**

- Guidelines for new parents, explaining how we work in a 'user-friendly' way, are helpful. Parents are made aware of school rules and sign a home-school agreement as part of the initial induction arrangements when their son/daughter starts at Riverside.

- It is sometimes helpful to invite parents into the school to discuss how we can work together to effectively manage their son/daughter's challenging behaviour.

- The school's speech and language therapists, (SALTs), work closely with parents, and can make home visits, often with staff, to discuss ways of managing challenging behaviour through improving communication approaches.

- Parents are alerted via the School Offer, (published annually), as to the fact that they may wish to request a copy of this policy and/or discuss the policy with a senior teacher.

13. <u>Support for Staff</u>

It is important that all staff have good working relationships in order to ensure that consistent, well-informed, skilled and mutually supportive approaches to the management of challenging behaviour are fully embedded in the school.

This is ensured by:

- Students having respect for all staff, irrespective of status.

- Teachers and support staff helping each other and developing consistency in dealing with students.

- Discussion time to share and develop ideas and agree expectations between teachers and support staff before school or releasing staff from bus-line duty at the end of the day if they need to discuss issues arising from a major incident.

- Ensuring induction procedures are followed for all new staff and that they have full access to information and opportunities to observe experienced staff working with students with very challenging behaviour.

- Support staff attached to more than one class sharing information.

- Adults dealing with challenging students being supported and empowered when handling conflict.

- Ensuring time is made during the school day for staff to have time out from class and/or to discuss any issues arising from a major incident.
- The deputy with responsibility for Personal Development and Behaviour can offer video and reading resources to inform and develop staff skills and knowledge in managing challenging behaviour

- The school also subscribes to several journals and periodicals which often contain advice and examples of good practice in the area of behaviour management. These can be found in the Staff Workroom.

- Team leaders offer their staff opportunities to watch DVDs, read resources and liaise with colleagues to inform and develop their skills and knowledge in the effective management of challenging behaviour.

14. **Governors**

o   The Governing Board receives regular reports on behaviour in the school, and is routinely informed of major incidents and details of any students giving cause or concern, including any exclusions.

o   Governors ensure that the school pursues policies to promote good behaviour, and monitors practice.

PRACTICAL ADVICE SECTIONS

A. **Classroom Organisation**

- A class timetable for the day/week should be displayed on the wall of each classroom. Usually this will be a visual timetable.

- Students should begin the day with quiet reading or table games or circle, whatever is most suitable for the class.

- Equipment should be centrally stored, accessible and clearly labelled.

- Students who are able to should put equipment away at the end of each lesson.

- All students should be encouraged to take responsibility for their environment and classroom resources according to their capacity to do so.

- Monitors could take responsibility for tidying areas of the classroom as a regular routine; this also helps adults to be free to concentrate on students facing a difficulty.

- There should be a variety of experiences working singly, in pairs, and in groups.

- Whenever possible, when working singly, higher-functioning students should put their hand up to ask questions.

- For higher-functioning students work should be regularly marked and discussed with students, in accordance with the presentation of work and marking policy.

- Schemes of work and lesson planning should provide stimulating lessons to effectively encourage students' interest in order to create a positive working atmosphere.

- Students' individual Behaviour Profiles should be easily accessible to staff, bearing in mind students' dignity. Decisions as to whether to programmes are kept in a folder hanging up kept electronically or in a locked cupboard will depend on the possible impact on the students concerned.

- Individual files recording incidents of challenging behaviour should also be kept in the classroom for any students who regularly exhibit such behaviour. (Incidents of challenging behaviour involving students not monitored through individual files should be recorded in the appropriate team's Incident Book).

- All classrooms should have a set of green/red/amber cards available in case assistance should be needed. (For *details of 'Red Alert'* procedures see section below – *'If Things Go Wrong'*).

B.   Playtimes and Lunchtimes

o   Involving students in activities is the best way of reducing any possibility of conflict. Skipping, cycling, ball games, chase and active use of fixed playground equipment should all be encouraged. Supervised indoor club activities at break times and dinner times offer an alternative for class groups to use the hall and Soft Play room on a rota basis, and for some quieter students to engage in board games and social activities.

o   It is important to emphasise to students at all times, according to their level of understanding, that respect for each other, and for all staff, underpins the principles of productive and enjoyable break and lunchtime sessions. A consistent approach by all staff towards all students is imperative.

o   SMT ensure that lunchtime assistants (SMSA's) receive appropriate training and support in carrying out their roles effectively.

o   Staff break duties and the location of said duties are tightly organised and clearly explained to all staff concerned. The school's bi-weekly Morning Briefings are a good forum for sharing and highlighting key information points.

o   Senior members of staff should be on duty during lunchtimes and their duties and whereabouts displayed on a rota list.

o   If challenging behaviour occurs it is dealt with in the following way, moving from minor to major sanctions, (Students who misbehave must at all times be encouraged to reflect on their actions throughout any sanction):

    (i)   Verbal or visual reprimand.

    (ii)   Apology, (spoken or signed), to the other student.

    (iii)   Sending inside. This is used for more serious misbehaviour e.g. pushing/ kicking other students, refusal to obey staff, making racist comments or displaying sexually intimidating behaviour. Such incidents should be recorded in the appropriate incident books and a senior member of staff informed as soon as practicable. Students should sit inside in an area where they can be supervised and given work for a longer period. Supervision should be arranged so that the student does not receive excessive attention.

(iv) Depending on the complexity of their individual needs, students should offer an appropriate written or verbal apology alongside participating in a constructive activity that acknowledges wrongdoing. (Obviously Students who wish to go inside should not be allowed to manipulate the system).

(v) *'Red Alert'* This procedure is used when emergency assistance is required (for details of procedure see below section 5: <u>When Things Go Wrong).</u>

C. <u>If Things Go Wrong</u>

<u>Helpful steps</u>:

- Calm and confident verbal reminder to the student of the activity they should be focused on, with visual or signed message if required.

- Warning of 'time out', (according to teams' different arrangements).

- 'Time out' (usually in units of one minute, timed by watch, clock or hour glass as appropriate). This involves the student sitting still on a chair away from the group. Remove work until time out is completed. Withdraw rewards. Timing should begin once the student is calm. Staff may need to modify this particular arrangement when dealing with Students for whom this strategy may not be appropriate.

- Silent/peaceful resistance: ignore, giving occasional reminders of what needs to be done. (Positively reward/praise other students doing well).

- Verbal aggressive resistance: take the student outside the class and insist they sit calmly, and then you will explain what they have to do. Chill out rooms can be used when appropriate (See chill out room policy). Should a student refuse to move, and staff consider it would be unwise to intervene further; assistance may be sought, depending on the judgment of the teacher, from a senior member of staff through sending an adult (e.g. SNA) or a note with a responsible student.

- Once the student has settled, they will be told the conditions for returning to the class. Students should be praised and given encouragement once they start to comply with requests.

- As noted, time out is not always appropriate - keeping them back at the end of a lesson may be more appropriate. However with younger secondary students, time out is effective. A students' level of maturity needs to be considered.

<u>Additional tips</u>:

- Remain calm throughout - but insistent. Think about non-confrontational body language.

- Help to 'pull students through'- ("How can we sort out this problem?"). Separate the behaviour from the student. Express disappointment or surprise that a student should be uncooperative, rather than condemn. Use 'I' messages (e.g. "I'd like you to listen please" is better than "Be quiet!").

- Acknowledge the student's feelings, which may be angry and may relate to matters unrelated to the incident for which they are being seen.

- Be clear about aims. Students may misbehave to avoid situations, e.g.: group work. Sometimes poor behaviour needs to be tolerated in the short term for longer-term educational aims.

- Explain in simple steps what needs to be done. Don't overload a distraught student with too many demands.

- A time-out chair does not operate in the Upper School. Instead students are asked to stay back at the end of the lesson and make up for wasted time.

- As far as possible keep the lesson flowing for the rest of the class.

- Sometimes it is better to send the rest of the class to a senior member of staff or another teaching colleague and the existing teacher stays with the student who has behaved inappropriately.

Exclusion from the classroom ('internal exclusion').

This is a longer period of time out usually applied for aggressive behaviour, hitting or throwing items, or threatening the safety of others in the class. Again, a senior member of staff can oversee this process as required.

The length time of time out of class depends on the age/maturity of the student involved, and the nature of the incident. Up to half a day is generally used. The teacher concerned should arrange work for the student. Internally excluded students should be set work in a senior teacher's room or an empty classroom or corridor. Full details of the internal exclusion must be recorded in the student's SOLAR file. .

The purpose of a longer period of removal from the group is to:

- Demonstrate that anti-social behaviour is against group norms and that being part of the group requires a commitment from all the members to support the rules.

- Allow the student to demonstrate they can "put things right", apologies should always follow.

- Calm down, away from the incident, making a fresh start more likely to succeed. Senior staff should be involved at this stage. When exclusion from the group is necessary, a letter should be sent home explaining what has happened – hopefully saying that the student has put things right.

Other strategies:

(i)   Detention after school. This can be an appropriate sanction, depending on the judgment of the teacher and the understanding of the student. If a short detention (15-20 minutes) is planned on the same day as the incident(s) for a student who is an independent traveler the parent should be notified by telephone as early in the day as possible. Longer detentions should be planned for a later date (usually the next day) and the parent notified. If the student is on LA transport an alternative arrangement for getting the student home should be organised, (e.g. the parent coming in to collect).

(ii) 'Green/Amber/Red *alert'*. This procedure is used when a teacher judges that some degree of assistance in class from a senior member of staff is required. The following guidance should be noted and teachers should judge the urgency of need accordingly:

• Green alert – Teacher would appreciate a senior member of staff visiting the class before the end of the lesson to check that all is well.

• Amber alert – Things are very difficult in class and a senior member of staff or someone from the behaviour team is required to come to the class within 5 minutes.

• Red alert – Emergency situation. Serious threat to the health and safety of people in the vicinity. Immediate assistance required from a senior member of staff or someone from the behaviour team, overriding all other priorities.

Any of the above alerts can be delivered through a verbal message from an adult or verbally able student, or direct to a senior member of staff by phoning 123.), or through a student presenting an appropriate coloured card in the same way. (All classes should have sets of these cards kept in a place known to all adults).

(iii) Formal fixed-term exclusion. Although this form of sanction is rarely enacted, the headteacher may feel that it is the only available sanction after all other attempts to deal with a student's seriously challenging behaviour have been unsuccessful over a substantial period of time.

This sanction is only applied when there has been significant and repeated threats of or actual physical aggression against others by a student whom staff judge has some degree of responsibility for their actions and for whom this sanction may be useful in signaling to the student and to school community the seriousness of their actions, and motivate the student to improve and make amends.

When fixed-term exclusions are enacted, however rarely, the duration is usually 1-3 days maximum. In the school's experience, any longer serves no useful purpose, and would suggest that some other intervention is essential. (The same logic also applies to permanent exclusions – alternative provision would be sought before any case approached this degree of sanction).

All formal paper work is always completed as required for fixed-term exclusions, including LA notification forms, a letter to parents explaining their right of appeal, and work sent home for the student. Re-entry to the school is through a formal parental meeting with the headteacher, accompanied by other professionals as appropriate

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D.   **Physical Interventions / Team-Teach**

- The headteacher publishes a regularly updated list of all staff authorised to use physical restraint when it is absolutely necessary for the reasons of safety. This authorisation can only be given by the headteacher.

- All staff at the school, (teachers, classroom assistants and lunchtime assistants), receive training at one of three levels according to need; Base Training, Team-Teach Low-risk or Team-Teach High-Risk. All training is carried out by one or both of the school's accredited Team-Teach trainers.

- 'Team-Teach' is a nationally-accredited training organisation, registered with BILD (British Institute of Learning Disabilities) which specialises in providing accredited training for the management of challenging behaviour within an ethical and legal framework. Tutor courses are moderated by the National Association of GR (General Services). The core principles of the 'Team-Teach' approach to managing challenging behaviour are followed by all staff, (including Base-Trained staff), including recommended techniques for positive handling and holding with reasonable force in unavoidable circumstances.

- All 'Team-Teach' trained staff receive a manual which they and others can refer to.

Regarding the law and physical interventions, school practice is informed by the following two pieces of guidance, the second signposted by the first, (both attached to this policy):

- **DfE Use of reasonable force – advice for headteachers, staff and governing bodies, July 2013**

- **Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder, July 2002**

School guidance informed by these guiding documents:

(a)   Where could situations involving the need for physical interventions occur?

- At school.
- In cars or minibuses driven by school staff. Aggressive behaviour in moving vehicles is potentially very dangerous. The primary intention of any driver should be to bring the vehicle to a halt. Once the vehicle has been safely stopped the need for physical intervention may well be at an end, (unless there is the kind of immediate threat of physical assault discussed above.)
- In public places; whilst staff may feel under pressure to ensure high standards of behaviour from their students they should not believe this grants them any greater rights to use physical force than when on school premises.

(* Staff on off-site visits with students who have very complex needs should *carry school 'Information for the Public' cards which can be handed to any* passers-by who might have witnessed an incident(s) of challenging behaviour. The cards explain the type of school Riverside is, and invite members of the public to contact the school for further information).

(b)   Parental agreements:

When a student presents with persistently challenging behaviour of a very physical and potentially hazardous nature, the school may suggest that a written agreement is drawn up with the parent, using a standard proforma, which anticipates the need for physical interventions and details agreed practical methods and approaches by staff to manage the behaviour as safely and effectively as possible. (Agreements may need to be translated).

(c)   Minor physical interventions:

In summary, any physical intervention to manage a student's challenging behaviour is only considered as a last resort, and only when the safety of the student or others is threatened, or when equipment is being seriously damaged, as outlined above.

However, at Riverside, with some students, and particularly those in the ASD classes, it is accepted that different forms of physical intervention may be required at times to minimise disruption, such as holding a student on a time- out chair, or preventing a student from running away. These interventions are less potentially harmful and may not need assistance or to be recorded (e.g. holding a student would need to be recorded, preventing a student running away would not). Team leaders can give advice on this.

(d)   School guidelines:

After all other attempts to control the student, such as allowing space, reasoning, distracting or removing audience, have failed, the student will be told that physical handling will be used unless he/she desists. Staff should call for assistance as soon as possible. As well as helping, a colleague will be able to act as a witness. (In the case of older, physically stronger students, members of staff should not attempt holding unaided unless they are confident they can control the student safely. Staff should bear in mind that they also have a duty of care to themselves).

The first approach should be to guide the student out of class, by using the single elbow technique. If the student struggles, two staff should hold a forearm each; the student should be firmly directed to a quiet area, such as a senior teacher's office or empty classroom or Team-Teach sofas in corridors.

If a student continues to act dangerously, it may be necessary to continue a hold for as long as it takes for the staff concerned to be sure that the student has calmed sufficiently to no longer pose a threat to the safety of others.

Incidents of physical interventions are recorded on SOLAR and a printed report filed in the students' file. <u>The report includes:</u>

- Details of date, times and where the incident took place.
- Circumstances and significant factors, which led to the incident.
- The duration and nature of any physical interventions used.
- The names of students and staff involved.
- A description of any injury sustained by students/staff. (In this event an LA Accident Report form should also be completed and sent off).
- A description of action taken after the incident.

(i) Afterwards, a senior member of staff discusses the incident with students and staff involved, and offers support, advice and reassurance. (Time out from the classroom should be offered to staff that may have continuing feelings of distress).This should include a period of reflection.

(ii) The student's parents are informed after any incident which has required positive handling by staff.

(iii) If it has become necessary to intervene physically with a particular student with any frequency or to hold a student with any frequency, or for long periods, then strategies for managing the student and/or a re-assessment will be made.

(iv) If there is a high level of physical aggression to be managed, or if the holding is prolonged and the student shows no signs of calming down, parents are contacted.

(v) If there is a serious threat to the safety of staff or to other students which cannot be reduced through staff action, the head teacher may be obliged to seek police assistance, (although this has only very rarely happened in the history of the school).

(vi) Provided these guidelines are followed, and all actions are in line with the Team Teach formal training in physical interventions provided by the school, the governors/Haringey Children and Young People's Service and the Team-Teach organisation will support staff in the event of any accident or injury occurring.

OTHER RIVERSIDE RELATED POLICIES AND DOCUMENTS

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