



FARNEY CLOSE SCHOOL

Policy on Supporting Young People with their Behaviour - Parents and Carers Guide

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How was the school statement and policy developed?

This policy, practice and procedure was formulated with due regard to best practice and advice from Team Teach, who are the schools preferred providers for training and guidance, and the guidance on physical interventions published by the DFE and the Department of Health. The Statement and policy will be reviewed on an annual basis.

Why might care and support of young people be necessary?

Children experiencing social, emotional and mental health needs will sometimes go beyond the boundaries of acceptable behaviour, either in the social or school environment. All members of staff trained in Team Teach are able to help young people identify that some of their behaviour can be unacceptable and aim to assist them in identifying this and find strategies to help change. Inevitably, this is not always successful and there are occasions when young people can put themselves into situations where they may need to be held.

What is the aim of the school on Care and Support?

The Team Teach approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognize that there will be times when staff are left with no other option than to guide, escort or hold a student, and it teaches safe, effective ways to do this. Farney Close is committed to Team Teach and is working towards ensuring that all face-to-face staff have been trained in its use. Any risk associated with physical intervention is covered in detail during initial and refresher training for members of staff.

“Team Teach techniques seek to avoid injury to the students, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the students remain safe”. (George Matthews – Director).

It is therefore always the aim of the school to use physical intervention or restraint in a planned way and as a last resort when working with pupils who will not respond and where staff have exhausted other strategies such as diversion, deescalation, diffusion, negotiation and using positive established relationships outlined in their individual risk assessment and behaviour support plan.

What legal guidance is there on the matter?

Members of staff are only authorised to physically intervene or restrain under the guidelines. The principles of intervention are:

- Where a pupil is attacking another pupil or member of staff or where pupils are fighting.
- Where a pupil who is about to, or is engaged in, deliberate damage or vandalism to property/ belongings (including their own property).
- Where a pupil is causing, or at risk of causing, injury or damage by accident through rough play, or by misuse of dangerous materials or objects.
- Where a pupil runs off from class or tries to leave site and is at risk or will put others at risk.
- Where a pupil who is behaving in a way that is prejudicial to the maintenance of good order and discipline at the school or amongst any of its pupils. This only applies during education time.

The use of physical intervention must always only be used as a last resort. It is the aim of the school to consistently implement its behaviour management policies and procedures, thereby creating a climate of high expectations in behaviour and stability.

How does the school differentiate various methods of physical intervention?

The school uses various methods of physical intervention including escorting or holding a pupil, which is only ever used as a last resort. Any type of intervention used will only be taught to staff from within the Team Teach protocol. For clarity:

Escorting = Guiding a pupil using only a minimal amount of force proportionate to the level of resistance. Usually, it is a very short-term intervention to redirect a pupil.

Holding = Situations where a child may need to be physically assisted to move or be stopped to prevent a situation from escalating, and who may initially show a strong, physical reluctance to cooperate. Or, where they may show a degree of resistance when being moved. Examples of holds used in this situation might include single elbow, double elbow, a shield, or a seated hold.

Is there a difference in when physical intervention can be used during the school day and residential time?

Yes. Physical intervention cannot be used as a means of compliance in residential time. This element is related to the section on physical intervention being acceptable in the school day based on pupil behaviour that is deemed to be prejudicial to the maintenance of good order and the education of others.

If it is necessary to hold a young person, what guidelines should be followed?

- Wherever possible, always warn the child gently but firmly that you are about to take physical action before taking that action to provide them with a final

opportunity to take self-control and to avoid the necessity to be escorted or held.

- Always act in a calm and controlled manner. If you feel that you are losing your temper the professional thing to do is to call in someone else and remove yourself from the situation.
- Whenever possible more than one member of staff should be involved in any incident requiring the use of physical intervention. This requires less strength and is less likely to cause injury to any party or allegation.
- Always ensure that physical intervention is reasonable, proportionate and necessary before implementing such action and that you have tried to deescalate the situation by all other possible means.
- If you require further support, send for assistance as soon as possible.
- Any member of staff who encounters a colleague involved in an escort or holding of a child must help even in apparently "calm" situations.
- There can be occasions when direct intervention may be felt to undermine a colleague's credibility. Immediate action, however, protects the welfare of both colleague and child.
- In every case, no more strength should be used, nor time taken up, than is necessary to achieve the objective. The child should regularly be offered the opportunity of exercising their own self-control and hands-on contact should cease at the earliest opportunity.

The following procedures must be adhered to following any incident of escorting or Holding:

- Allow the child time to calm. Offer a drink or a walk away from the scene of the physical intervention unless you feel to allow this would place others at risk.
- When the child is ready allow them to talk to the person of their choice about the incident. Ensure that they are uninjured and offer the opportunity for a body check, which should be recorded on the physical intervention form. If the child is injured, ensure that they are given appropriate medical attention and inform the school Nurse.
- Assist the child in completing an incident report or allow them to complete their own if they would prefer.
- The member of staff who led the physical intervention must complete a Physical Intervention - Record of Serious Incident Involving the Positive Handling of

Young People, which are found on CPOMS (School MIS). Those who supported or observed must also complete their report on the same document once the lead holder has opened the form.

- The lead holder must ensure that the member of staff responsible for physical interventions is aware of the incident so that they can complete the remainder of the form. They will also ensure that the pupil's parents / carers / Social Worker have been informed.
- Staff involved in the incident will be seen by the relevant staff member overseeing the intervention to reflect on the incident, looking at how they feel about the incident and if any lessons or new strategies can be taken from it.
- On completion of the CPOMS record, all pupils and staff reflective accounts must be signed, scanned and uploaded onto the CPOMS record. The incident will then be "closed" on CPOMS.
- All Positive Handling Forms are to be completed before the member of staff goes off shift or at the latest within 48 hours of the incident.

What Positive Handling Strategy has the school chosen to train staff in when using care and support of young people?

The school has chosen to use the Team Teach approach when dealing with incidents that require the use of physical intervention or restraint because of its provenance in other similar schools and its emphasis on de-escalation techniques and planned and staged methods of intervention. All members of staff who have successfully completed a 12-hour course in Team Teach are authorised by the Principal to escort and physically hold children and young people using reasonable force adhering to the Team Teach protocol.

In fulfilling this responsibility, Farney Close will train all members of staff who are authorised to physically intervene with pupils. The training provided will follow the Team Teach approach, using the accredited manual and Team Teach instructors.

How will incidents of Care and Support be documented and monitored?

All incidents where physical intervention is used will be thoroughly documented, recorded and reviewed, following the guidelines outlined in the policy.

Where parents, referring agencies or young people wish to make a complaint, they should do so using the school's Complaints Procedure or, if it is felt necessary, the local area Child Protection/Safeguarding procedure should be activated through MASH, (See Farney Close Safeguarding Policy).

What advice are the staff directly given to assist them when dealing with Care and Support incidents?

The following advice reinforces the notion that effective care and control is exercised based on good personal and professional relationships between adults and young people. It also recognises that Farney Close can only operate positively in an atmosphere of staff control, where the children feel safe, and the staff are secure.

DO:

- Do employ de-escalation techniques to diffuse difficult situations. See Team Teach manual.
- Do keep any promises made to young people.
- Do be consistent.
- Do, when dealing with a young person with whom you may be unfamiliar, consult with staff who know the young person whenever possible.
- Do, wherever possible before taking any action, communicate clearly and effectively your intentions to the young person.
- Do support your colleagues. If you do not agree with their actions or decisions discuss this with them afterwards - but not in front of young people. However, where you strongly believe that a colleague's actions may put a young person or others at risk, make this known clearly, offering an advisable alternative.
- Do, whenever possible, allow a cooling-off period before carrying out a final course of action.
- Do be aware of where young people are and what they are doing.
- Do, as often and as quickly as possible, praise good behaviour and performance.
- Do impose appropriate, fair and effective sanctions when sanctions are necessary.
- Do be aware of rewards and sanctions that are in existence and support their application.
- Do say "No" if it is appropriate.

- Do remember that our young people have experienced social, emotional and mental health difficulties. At times they will not behave reasonably, normally or rationally.
- Do accept that you can be wrong and be prepared to admit it to the young person.
- Do learn from your mistakes.
- Do be confident. Let your voice and manner make it clear that you fully expect the child to do as you ask. Beware of arrogant over-confidence that can be very provocative.
- Do ask yourself if a young person is manipulating you.
- Do question yourself and reflect on your practice.
- Do be open and honest with young people.
- Do be aware of the importance of forward planning and preparation.
- Do be aware that your personal mood can affect the atmosphere.
- Do be tolerant.
- Do read relevant logs when coming on duty.
- Do be aware of where your colleagues are, what they are doing and their possible vulnerability.
- Do keep parents and other agencies informed of young people's progress whether positive or negative. Always check with a Senior manager before doing this.

DO NOT:

- Don't make a promise you cannot or will not keep.
- Don't avoid appropriate confrontation at whatever level.
- Don't be afraid or too proud to seek advice or help before a situation escalates.
- Don't involve yourself in a one-to-one situation behind closed doors, or without other staff knowing about the situation and being able to provide support, even if only on a momentary basis.

- Don't react. Be pro-active instead. Instant decisions are not always correct.
- Don't make a threat to a child that you are not prepared, allowed or capable of carrying out.
- Don't act in temper. One of the finest arts is to appear annoyed without being so.
- Don't collude with young people.
- Don't punish a group for an individual's behaviour.
- Don't be inflexible.
- Don't allow your emotions to cloud your judgments or actions.
- Don't allow any situation to tie up a whole staff team, leaving young people unsupervised.
- Don't avoid facing a group with its responsibilities.
- Don't rebuff attempts at relationship forming by the most un-likeable children.
- Don't use sarcasm or cynicism as agents of control.