

FURROWFIELD SCHOOL

Team Teach Policy



2022- 2024

School Aim

At Furrowfield School a single, simple global aim is pursued.

*To assist all pupils to achieve their fullest potential,
in all aspects of development,
in order that they may contribute more positively to the society in which they live,
both now and in their future adult life.*

This is underpinned by the belief that pupils will
'progress through encouragement'

This policy has been written to work towards achieving that aim.

At all times the school will seek to promote,
amongst staff and pupils, as appropriate,
a sense of spirituality and wonder of the world about us
through the curriculum described in this and other policy documentation.

Furrowfield School is a Rights Respecting School to become a better place for everyone. We want to teach our young people about their rights and provide the understanding as to how to respect each other's rights and develop the responsibilities they have towards each other. Rights Respecting Learning makes us think more about other people all over the world and how our actions and words affect them.

The Use of Positive Handling in Supporting Behavioural Change

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Introduction

This policy has been prepared as a result of a review Behaviour Management Policy. The responsible person for the implementation of the policy is the Headteacher.

This policy takes cognisance of, and is informed by, “The use of force to control or restrain pupils: guidance for schools in England”, published in 2010, the Education and Inspections Act 2006, joint guidance issued by the DfES and DOH in 2002 and 2003, and the guidance issued by ADCS in 2009 to Local Authorities in their protocol on restrictive physical interventions.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils, eg Child Protection, Safer Working Practice.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for students and volunteers working within the school to explain the school's arrangements for supporting a positive change in behaviour. Its contents are available to parents and pupils and will soon be available on the school website. A statement about the School's Team Teach Policy is made to parents in the school prospectus and in the Home-School Agreement. This statement includes information on the use of force to control or restrain pupils.

Aim

Furrowfield School is positive handling Team Teach school. At Furrowfield School we aim to cultivate a climate in which pupils feel safe, enjoy learning, engage enthusiastically in activities, can access the curriculum and achieve high standards. The staff aim to promote positive relationships of trust and co- operation, to secure an enjoyable learning environment where expectations are clear and conflict is minimised.

In implementing this Team Teach Policy, we must be clear that each child is valued and that it is the inappropriate behaviour that is not wanted, not the child.

Underpinning values

Everyone attending or working at Furrowfield School has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment; and
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- encouraged to make choices concerning their education and their lives;
- be aware that physical interventions should only be used in the pupil's best interests;
- opportunities for learning which are appropriate to the pupils' interest and abilities;
- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school; and
- be informed about the school's complaints procedure.

Staff should ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.

Parents should have agreed, through the Home-School Agreement, to work with the school to develop and ensure the good behaviour of their child. The Home School Agreement clearly states that parents/carers understand and support the school's Team Teach Policy at an appropriate level.

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure positive behaviour and a feeling of safety and security for pupils in our school. It is recognised that the majority of pupils in our school respond positively to the boundaries and support provided by staff. This policy protects the well-being and safety of all pupils and staff in school.

It is also acknowledged that, in exceptional circumstances, use of reasonable, proportionate and necessary force may be required. At Furrowfield School physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our pupils, including the need/right to be safe from harm (from themselves or others). This is expressed in our Behaviour Policy.

Every effort will be made to ensure that all staff in this school:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- Are provided with appropriate and regular training to deal with these difficult situations.

Minimising the need to use force

At Furrowfield School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. We have a Total Communication Environment and staff use a range of de-escalation strategies, to support pupils in communicating effectively without the need to resort to challenging behaviour. In addition to this, all pupils at Furrowfield School have an individual Behaviour Support Plan.

The school uses a Habits of Mind approach to the curriculum to help pupils to learn about managing emotions, reactions and conflict, where this is appropriate to their level of development. The school curriculum and ethos promote independence, communication, choice and inclusion and pupils are given myriad opportunities for personal and emotional growth through promotion of emotional wellbeing and intelligence.

In line with Team Teach strategy, all staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. These alternative strategies, which include calm talk, change of face and removal of audience, will be used in preference to physical interventions or the use of force wherever it is possible and safe to do so. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

Implications of the policy

As teaching and support staff work 'in loco parentis' and have a Duty of Care towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by pupil's challenging behaviour. Pupils' Behaviour Support Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are consistently followed and implemented by all members of staff.

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At Furrowfield School pupils are required to leave all personal possessions in lockers as they enter the school, be security wanded and complete a pockets and socks check, this ensures that no pupil can conceal

weapons and or illegal substances, and as such contributes to prevention of challenging of behaviours requiring physical intervention. A designated Staff team will undertake these searches in a safe and respectful environment. As the power to search should only be used where it is judged to be safe, if the school decides it is not safe to do so and a search is necessary then the police will be called.

Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. The Daily Management/preventative strategies section of a pupil's Behaviour Support Plan will outline specific ways to prevent incidents with the individual pupil. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons are also recognised as effective in preventing incidents with almost all pupils.

De-escalation techniques should be used wherever possible and appropriate to diffuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally accepted as most effective, although it is recognised that staff knowledge of individual pupils may contradict this guidance.

Diverting the pupil's attention and distracting them from the "trigger" or a third person intervening (change of face) can also help to prevent incidents. It is recognised that specific students may respond to certain staff more positively and that these relationships should be utilized whenever appropriate. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

Primary Prevention

This is achieved by:

- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for communication, choice and achievement;
- Exploring pupils' preferences relating to the way/s in which they are managed;
- Developing staff expertise through a programme of Continuous Professional Development including Team Teach Refresher courses;
- The deployment of appropriate staffing numbers; and
- The deployment of appropriately trained and competent staff.

Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a Restrictive Physical Intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using a RPI are greater than the risks of

using a RPI.

Types of Incident

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring,
- causing injury to others,
- committing a criminal offence,
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

The incidents described in The Education and Inspections Act 2006 and The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- Where action is necessary in self-defense or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories, are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Where a pupil's behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of

the incident:

- A calming activity should be offered/made available to the pupil, including the option to withdraw from the task/activity (e.g. time out, walk, change of environment)
- A clear positive statement should be given to tell the pupil what it is that you want them to do – ie give a positive instruction, this may include a success reminder
- Positive reinforcement, praise and reward should be provided to the pupil for any attempt to calm down and/or behave appropriately, however small the effort or success
- Warning of intention to intervene physically and that this will cease when the pupil complies. If possible summon assistance – use the radios.
- Physical intervention - positive handling uses Team Teach techniques to prevent a child harming him or herself, others or property.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we react and respond to them.

Risk Assessment and deciding whether to use Restrictive Physical Interventions

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the pupil's overall quality of life if such activities are not allowed.

Both challenging behaviour and restrictive physical interventions will involve a risk to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's Behaviour Support Plan and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – both the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

A Challenging Behaviour Risk Assessment will be carried out if it is foreseeable that a pupil's behaviour may pose a risk to staff or pupils. This may result in a Behaviour Support Plan being devised. This will be done in discussion with the staff team working with the pupil. The Headteacher may also be involved at this stage. The Behaviour Support Plan will be shared with staff working with the pupil and stored on the Furrowfield School Sharepoint.

All staff authorised to use physical intervention with pupils will receive training in Team Teach techniques as a risk reduction strategy and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the risk of harm to pupils and to ensure that appropriate safeguards are implemented.

Strategies for dealing with challenging behaviour and supporting pupils in crisis

All staff at Furrowfield School will consistently use positive strategies to prevent the likelihood of incidents occurring, and to develop appropriate behaviour and good order. Research shows that the way to improve behaviour is to praise and reward appropriate behaviour to increase the likelihood of recurrence. Alternative, positive behaviours are actively taught to replace inappropriate behaviour and every pupil has a target relating to this incorporated into their Behaviour Support Plan.

The Governors acknowledge the ethos and high expectations of good behaviour throughout the school that have led to many pupils with challenging behaviour developing coping skills and ultimately being able to manage their own behaviour within the inclusive setting of Furrowfield School. It is also acknowledged that progress can be inconsistent, and some pupils may take many years to develop socially acceptable behaviour. A small steps approach, with positive reinforcement consistently and enthusiastically employed, and where progress is carefully recorded, allows staff and parents/carers/others to acknowledge the progress that all pupils make in changing their behaviour.

Definitions

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling at Furrowfield School is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour change support strategies used.

Positive Handling Plans, at Furrowfield School referred to as Behaviour Support Plans, are a plan for the positive management of pupils' behaviour. They are based on a risk assessment and pupil EHCP information and identify positive prevention strategies and how a pupil may be best supported in a crisis. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a pupil to change their behaviour, over time, to a more positive alternative.

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It is reasonable that young children require opportunities for close contact such as hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach. At all times, (especially whilst assisting a pupil with their personal care and when teaching/practicing personal independence skills) staff should use discretion to preserve the dignity of those

needing help/support.

2. Physical Intervention (PI)

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

This technique is invaluable and in the hands of a skillful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “diffuse” a situation by a timely intervention.

3. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. **All such incidents must be recorded** on the RPI record (Furrowfield School Incident Books) and CPOMS within 24 hours. If anyone is injured a HS1 accident/incident report must also be completed. Records of incidents must be reviewed by SLT as soon as possible, and by the end of the school day at the latest. The pupil’s parents/carers will be informed of any significant incident concerning their child as soon as is practicable after the incident and a first aid check must be carried out.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a restraint/RPI. Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance; directing, deciding and controlling a person’s free movement.

Corporal Punishment

Corporal punishment was abolished in all Maintained Schools by the Education (No2) Act 1986. Corporal punishment is the intentional use of force as a punishment. This is not used at Furrowfield School.

Behaviour Support Plans (BSP)

The Behaviour Support Plan will outline how the pupil should be supported by staff and what alternative behaviour or communication strategy they are being taught. It is vital that these plans are followed precisely and consistently by all staff. The plans are reviewed and amended regularly in key worker sessions or whole-school meetings. If the plan for a particular pupil contains anything which causes concern or which does not seem to be working, this needs to be discussed as soon as possible with the Kathryn Mitchell who is responsible for managing the pupil’s behaviour. All plans are shared with parents and are reviewed at least annually at the pupil’s Annual Review. Plans may be reviewed more frequently if needed, especially if a pupil is going through an unsettled time or changes in patterns/types of behaviour.

Advanced techniques

Due to the extremely challenging nature of the behaviour of a number of pupils in the school, these pupils may have Team Teach Ground Recovery Holds written into their Behaviour Support Plans. These are advanced techniques and carry elevated levels of risk. As a result, these are only considered as a possibility if a comprehensive risk assessment indicates that there is a foreseeable risk of serious injury due to a pupil's behaviour if their behaviour cannot be safely managed in any other way.

There are very clear and strict safeguards for these circumstances and a multi-disciplinary meeting would usually be called prior to a ground hold being advised as a planned intervention for a pupil. These techniques would not be part of a planned response without consultation with parents/carers. Without parental support for this type of planned intervention, it may be necessary to review the suitability of the continued attendance of the pupil at Furrowfield School. Staff who may need to use these advanced techniques will receive additional training in the form of Advanced Modules of Team Teach training. Ground Recovery Holds may need to be used in an emergency situation.

Pupils

Where a pupil has sufficient understanding their Behaviour Support Plan should be discussed with them and they should sign it. They may benefit from a simple symbolised version of the plan as an aide-memoir, the plan should be seen as supportive to/by the pupil. It may be beneficial to "rehearse" the plan so that they are comfortable with what will happen if they need support. The above is the responsibility of the class teacher or the pupil's key worker.

Parents/carers/those with parental responsibility

When a Behaviour Support Plan is first drawn up the parents/carers/those with parental responsibility will be invited into school to discuss the plan, why there has been a need to devise a plan, and the techniques that may be used, including any Restrictive Physical Interventions. Their views should be sought in relation to the plan. If parents/carers are not in agreement with the plan the Headteacher will attempt to negotiate a solution. If a solution is not found it may be necessary to review the suitability of the continued attendance of the pupil at Furrowfield School.

Bullying

Bullying can be defined as persistent action, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved.

Where instances of bullying are discovered the pupil will be taken to one side and the matter discussed. Further work on relationships and caring about others will be taught via the PSHE curriculum.

Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the pupil's Behaviour Support Plan. This should cover most interventions, as possible scenarios will be identified through the Challenging Behaviour Risk Assessment and planned for when the Behaviour Support Plan is drawn up. These interventions may include the use of Team Teach techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be **proportionate to the circumstances**. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. This is referred to as gradual and graded by Team Teach. Wherever possible assistance will be sought from another member of staff.

Following any such incident, a Behaviour Support Plan may be revised to support effective responses to any such situations which may arise in the future.

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it within Furrowfield School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Behaviour Support Plan in the first instance to manage an incident/challenging behaviour.
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained in.

Any use of force by staff outside of the Team Teach training framework would need to be judged on whether it was reasonable, proportionate and necessary in the particular circumstances concerned.

All the techniques taught take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- health
- special needs
- social context

They also provide a gradual, graded system of response.

Acceptable measures of physical intervention (PI)

The use of Team Teach PI techniques can be justified if all:

- (a) it is warranted by the particular circumstances of the incident;
- (b) it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- (c) it is carried out as the minimum needed to achieve the desired result;
- (d) the age, understanding and gender of the pupil are taken into account;
- (e) it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

This form of physical intervention may involve staff:

- escorting a pupil;
- shepherding a pupil away;
- supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down.

Restrictive Physical Interventions

In some circumstances, trained staff may need to use more restrictive holds - Team Teach RPI techniques. Acceptable methods are taught as part of the training procedures made available to appropriate staff.

Any such measures will be most effective in the context of the overall supportive ethos of the school, the way in which staff exercise their responsibilities, and other behaviour support strategies being employed.

Staff may need to rotate roles and have a break if the incident is prolonged (this is referred to as 'Change of Face') – you should follow the pupil's Behaviour Support Plan and act, at all times, in the best interests of the child.

It is acknowledged that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, eg biting, head butting.

All staff are Emergency First Aid trained. Any of these may be called upon to implement First Aid or to seek further guidance from in the event of an injury or physical distress arising as a result of a physical intervention.

This first aid check needs to be documented on the RPI Record (The Furrowfield School Incident Books).

Time out, Withdrawal and Safe Space

Time out: This involves restricting the student's access to positive reinforcements, as part of the behavioural programme, in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time literally spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal: This involves removing the person from a situation which causes anxiety, high arousal levels, or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This "quiet time" could be time in the playground, a quiet room, the Safe Space, or sitting in an office supervised by the Head or SLT.

Safe Space and Temporary Restriction of Liberty (TRL): Where a pupil uses the Safe Space (learning support classroom) and the door is closed then this must be recorded on a **Withdrawal Support Form** and the pupil's behaviour/response documented every 5 minutes until the door is opened or a member of staff enters the Safe Space. This record must be passed SLT as soon as possible and at least by the end of the day.

This temporary restriction of liberty, to the Safe Space, will be continually monitored by a member of staff - it is a risk assessed, personalised and structured (reported, recorded and reviewed) strategy, an action documented as in the child's best interests, with the aim of preventing the risk of harm. This would include the risk of physical or psychological harm and the risk of harm to a safe environment.

Recording of incidents

Where physical control or restraint has been used a record of the incident will be kept in the Furrowfield Incident Book and on CPOMS. If there is a serious incident involving a pupil, not involving physical intervention, it must be recorded on CPOMS. An incident form needs to be completed as soon as possible after the incident, prior to staff going off duty (within 24hrs). Parents/carers will be informed by telephone. Phone calls need to be logged on CPOMS. A Health and Safety Accident/Incident Form will be completed and returned to the Authority in situations where injury has occurred to either members of staff or pupils. This will be done electronically and sent to the business manager.

Staff and children will be given basic first aid treatment for any injuries that require treatment. Where staff and pupils have been involved in an incident involving reasonable force, they should be routinely first aid checked and have access to emotional support. This can be provided by other members of staff or if an exceptionally serious incident occurs then a referral to Occupational Health may be necessary. Debriefing must take place as soon as possible after the incident has been dealt with.

Action after an Incident

The Headteacher/SLT will ensure that each incident is reviewed and investigated further as required. It is the role of the school leadership team to support staff who work with pupils with challenging behaviour. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures:

- Review of Behaviour Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedures
- School Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff
- Risk assessment if necessary
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

If a pupil complains when force is used on them

All complaints about the use of force will be investigated by the Head or SLT. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. This reinforces the need for staff to fill in the Incident Book on the day of the Incident. Any complaints about staff will be investigated through the School's Complaints Policy (available on the Furrowfield Website). If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

There is also a form for recording less serious incidents, an ABC chart for recording antecedents, behaviour and consequences. If you are unsure which recording form/at to use please ask the SLT or Team Teach instructor

Monitoring incidents

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher, SENDCO and/or Head of Care to the needs of any pupil(s) whose behaviour may require the restrictive physical intervention/s and/or an adjustment to the provision made for them at the school.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs. Any incidents involving the use of ground recovery holds are reported to Team Teach termly and also to the Governor with responsibility for Child Protection. To safeguard pupils and ensure objectivity, and support the Headteacher & school, the School's Adviser and a school governor will also be involved in the monitoring of all incidents involving a Restrictive Physical Intervention. The Headteacher will also present a termly summary of incidents to the Governing Body Health and Safety Committee.

Restoration Process

Physical interventions are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition the restoration procedure is in place to ensure that appropriate support is provided and recorded for staff and pupils, and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Disorder

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure/s:

Visits out of school

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?
- Have you considered use of the "Public Concern Cards" to give to any onlookers to avoid having to explain what is happening during an incident

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Behaviour Support Plans have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

Staff Training

Training at some level will be available for **all** staff at Furrowfield School. For most staff this is enhanced by Team Teach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken in the event of an incident. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Most school staff working directly with pupils receive the Advanced Team Teach training as Furrowfield School is considered to be a high risk setting. This is in line with County Guidance and Team Teach Policy. This level of training is required for most staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a physical intervention is needed to keep themselves and/or others safe.

Authorised staff

All teachers, support staff and therapists the Headteacher has authorised to have control or charge of pupils automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Force to Control and Restrain Pupils' 2010.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach training.

The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained and authorised. The list is reviewed on an annual basis. The Headteacher is responsible for making clear to whom authorisation has been given and in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All staff will receive training in Managing Behaviour as part of their Induction Training and there is a radio system in school for calling for assistance as well as the "staff help" protocol.

All members of staff are reminded that all pupils who have challenging behaviour will have a Behaviour Support Plan, which should be strictly adhered to. These plans are reviewed regularly and staff are encouraged to make a contribution to the plans.

Parent Training and Support

The section on Behaviour Support Plans outlines the process for involving parents in devising these plans and in giving consent for these plans to be shared. This process encourages consistency for everyone supporting our pupils whether at home, in school or in other settings and services. It also allows parents/carers to make informed decisions about the care of their child whilst in school.

There is a range of support available to parents/carers including home visits, advice, guidance and training opportunities. One of these training opportunities is the Team Teach parents' course which would be delivered by the school's Team Teach Senior Employer Tutor.

Whistle Blowing

Whilst the training in TEAM TEACH provided to all staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns, (short of immediate Child Protection concerns which should, of course, be passed to the DSL), should be raised with the Headteacher, SLT, School Business Manager or with the Chair of Governors in order to allow concerns to be addressed and practice improved.