



Springfield School and The Meadows School policy and procedures for the positive management of severe challenging behaviour

April 2023  
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### 1. Rationale

Some of the pupils who attend Springfield School and The Meadows School may present behaviour management issues at some time during their school life. This behaviour may be of such a degree that it presents a risk to the pupils themselves, peers and staff, or involves serious damage to property and therefore requires specific management and support strategies.

The philosophy, principles and procedures identified in the main school behaviour policy also apply to this document. LAB and staff seek to create a sense of stability in which pupils can be helped to overcome behavioural difficulties while the safety and emotional well being of all pupils is protected. The climate and behaviour management approach is one of support, NOT confrontation. Support for the development of appropriate learning and behaviour programmes may be obtained from external professionals who have specific expertise in the diverse needs presented by our pupils.

### 2. Severe Challenging Behaviour

If a pupil presents inappropriate behaviour to such a degree that it threatens safety or presents serious danger to themselves, others, property, including the work of other pupils, and/or inhibits the learning of others, special educational and behavioural support procedures will be implemented.



Our approach to managing severe challenging behaviour is non-confrontational and whenever possible, non-physical strategies will be used, e.g. distraction, diversion, specialised structures, teaching and learning approaches, adapted environments etc. A distinction is drawn by the school between physical management and other forms of physical contact such as manual prompting, physical guidance or other contact that may have an appropriate place within the context of particular teaching approaches and strategies.

Physical interventions will only be used as a last resort as part of a well-defined individual positive behaviour support plan (PBSP), that is based on the particular needs of the pupil. However, if physical intervention is required this will be implemented within the legal requirements set down in the 1996 Education Act and DFEE(S) Circulars 10/98 and 10/99. This policy and procedures have also been based on the LA guidelines found in the procedures for physical management of challenging behaviour in 'Strategies for Crisis Intervention and Protection' (Proact-SCIPr-UK®) and Safeguarding Policy, in order to ensure the welfare and safety of pupils and staff.

### **3. Specialised Staff Training**

The School holds the 'Proact-SCIPr-UK® Trained' status, which involves all staff being trained in the LA approved methods of physical management of challenging behaviour, and positive behaviour management.

Currently across the federation schools we have three trained instructors for PROACT - SCIP®-UK.

### **4. Physical Management of Severe Challenging Behaviour**

In all behavioural incidents the school would use a range of de-escalation strategies rather than immediately instigate physical approaches that could provoke the spiralling of the behaviour from a lower to higher level of intensity. The development of the pupil's PBSP is based on this principle. If physical support were required a process of gradient control would be implemented. Examples below identify this graded approach but do not cover all support and holds.

- Keeping safe
  - Touch support
  - One person escort
  - Two person escort
  - Deflection of blows/punches etc
  - Releases from pupil's hold etc

### **5. Time Out**

As identified in section two of this policy it may on occasion be necessary to implement special 'behavioural support procedures' for those children who demonstrate severe challenging behaviour. This must always be part of an ongoing positive behaviour management



approach, it must always be written into the child's PBSP and it must always be approved by the child's parents/carers. One such 'behavioural support procedure' is the use of 'Time Out'. Time Out in school (as identified in the highlighted section of Appendix 1) is 'a behaviour modification technique which denies a child, for a period of time (up to 15 minutes), opportunities to engage in a rewarding activity or access positive reinforcers, following an incident of unacceptable behaviour, and then returns the person to the original environment'. It may involve:

- Removing access to particular activities until an unwanted behaviour stops or the child is ready to engage appropriately
- Accompanying the individual away from the activity and preventing participation for a set amount of time

We may use Time Out for a calming technique following an incident of unacceptable behaviour which may have resulted in the safety of the particular pupil, peers and or staff being compromised.

Time Out must never take place in a locked room and the child must be observed and supervised at all times.

## **6. New Incidents of Inappropriate Behaviour**

### **6.1 Emergency Procedures**


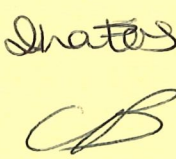
- If a serious incident of challenging behaviour occurs without prior knowledge of the behaviour, immediate strategies will be implemented to ensure the safety of the pupils, adults and property. The incident and the management of the incident will be based on Proact-SCIPr-UK® procedures and will be documented and logged on the appropriate forms and parents and carers informed.
- The behaviour must be reported to the appropriate staff (Senior Leader or Head of School) as soon as is safely practical, but before the end of the school day.
- Discussions with staff/parents/carers will take place within 24 hours of a report being made to ascertain if there have been:
  - any changes at home or school that may have instigated the behaviour
  - agree emergency strategies to manage the behaviour in the event that it occurs again.

### **6.2 Procedures for the Management of Re-occurring Severe Challenging Behaviour**

- Observation schedules and risk assessments will be completed in order to clearly identify the risks imposed by the behaviour involved, its function, frequency and any antecedents, triggers or consequences that may be supporting the continuation of the behaviour.



- Support from parents/carers and external agencies, if required, e.g. doctor, LA, educational psychologists etc, will be sought and involved in identifying, monitoring and evaluating appropriate PBSPs.
- Individual behaviour management support plans will be produced, implemented, communicated and agreed in writing by all involved.
- Frequency of inappropriate behaviour and any harm that occurs to the pupil, self and others must be recorded, an incident/accident form and stuck into the incident/accident log book.
- Logs will be monitored and evaluated by the staff team and named LAB member for Health and Safety.
- Records and logs will also be monitored by the Headteacher and SLT to review and evaluate policy and practice.
- If behaviour accelerates to a level that it presents serious danger to the pupil and others or is beyond the resources of the school, short or long-term exclusions will be implemented in line with the school policy and Government guidelines. The relevant personnel will be informed and the School will work with parents/carers, the LA and other professionals to reach a positive support programme and integration back into school.
- If all attempts to reintegrate the pupil back into school fail then the School will notify the relevant agencies that they are no longer able to meet the pupil's needs.

	<u>Signed</u>	<u>Dated</u>
Chair of LAB		21 <sup>st</sup> April 2023
Headteacher (Both schools)		21 <sup>st</sup> April 2023

To be reviewed annually