

Adopted: Autumn 2017

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Person responsible: *Head of College* / Anne Clinton, Head teacher/Nicola Christie, Deputy Head Teacher

This policy is in accordance with the college aims, and all other policies at Great Oaks College. Particularly those of Equal Opportunities, the policy on Health and Safety and the policy for Personal Social Health Education and Citizenship.

Definition

Challenging Behaviour may be defined as any behaviour, which is verbally or physically aggressive, disruptive, destructive, self-injurious, or uncooperative. It includes any behaviour, which interferes with learning and may result in an inability to make and/or sustain positive relationships. Staff have a duty of care to intervene to prevent a student from attacking a member of staff or another student or to restrain a student at risk of harming themselves through physical outbursts.

Equal access

Students at Great Oaks College have the right

- ◆ To be listened to
- ◆ To privacy, confidentiality, dignity and self-respect.
- ◆ To develop independence, personal autonomy, and the right to make informed choices.
- ◆ To form relationships
- ◆ To be free from any emotional or physical abuse.
- ◆ To equality of access to all resources and provision.
- ◆ To access a range of appropriate activities according to individual needs and taking into account age and developmental level.
- ◆ To have their religion and cultural beliefs valued and respected.
- ◆ To have opinions and to make choices and to have these represented accurately and impartially.

At Great Oaks College we aim:

- ◆ To develop “ownership” of challenging behaviour
- ◆ To assist staff in developing skills to deal with student behaviour
- ◆ To maintain commitment to staff support and communication
- ◆ To ensure that all students are treated in a dignified manner, enabling them to make choices and to have control over their own behaviour wherever possible
- ◆ To be clear in our philosophy, to provide a consistent approach and to give staff a procedure to follow to deal effectively with challenging behaviour.

Challenging Behaviour is often the result of a breakdown in communication.

Staff aim to understand what function the behaviour serves and to support the students in learning more socially acceptable ways of expressing themselves. Behavioural interventions which seek to only control behaviour, rather than understand its meaning is likely to prevent individuals from making the most of their potential

Factors which may affect student behaviour

In order to have a greater understanding of student behaviour and to effect long-term change, it is important to consider factors, which may affect student behaviours.
(The list is not exhaustive, or in any particular order)

- ◆ Physical needs not met (hunger, thirst)
- ◆ Lack of motivation (intrinsic/extrinsic)
- ◆ Communication difficulties
- ◆ Students “stuck” at a developmental level
- ◆ The inability to respond appropriately to environmental change (staffing, activity etc)
- ◆ Changes in the domestic situation (birth, death, divorce, etc)
- ◆ Illness, pain (long/short term)
- ◆ Sensory processing difficulties
- ◆ Changes in medication
- ◆ Onset of puberty
- ◆ Ineffective classroom management
- ◆ A combination of any of the above.

Strategies

- ◆ A consistent approach by staff
- ◆ An emphasis on communication
- ◆ An emphasis on choice
- ◆ We are non-confrontational
- ◆ Working on strengths
- ◆ Building relationships
- ◆ Working with parents
- ◆ Liaison with multidisciplinary team
- ◆ Giving feedback on behaviour
- ◆ Setting appropriate targets
- ◆ We model appropriate behaviour
- ◆ Positive reinforcement

When staff do need to use a Restrictive Physical Intervention (RPI)

It will be

- ◆ In the best interests of the student
- ◆ The minimum force for the shortest time
- ◆ To prevent injury, pain and distress
- ◆ To maintain dignity
- ◆ Reasonable, proportionate and necessary

Sanctions

Any sanctions will be fair and consistent, taking account of individual needs and circumstances and within the context of positive reinforcement. However, where sanctions are applied they should,

- ◆ Be explained fully and sensitively. Students should be made aware of the reasons for the sanction and its nature.
- ◆ Be relevant to the age and understanding of the student.
- ◆ Be applied as soon after the behaviour as possible.
- ◆ Not be disruptive to other students.
- ◆ Be regularly reviewed.

Sanctions should not involve

- ◆ Withdrawal from essential curriculum.
- ◆ Depriving students of food or drink
- ◆ Any actions which might be deemed humiliating.
- ◆ Corporal punishment of any description

Restrictive physical Interventions (RPI)

Physical restraint is only appropriate if a failure to do so could result in injury to the student, other students, staff, or significant damage to property. Physical restraint is seen as a last resort, and the majority of incidents will be dealt with using other forms of behaviour management. If physical restraint is used, the parent must also be informed, of the type of restraint, and why and how long it was carried out for. When this happens, College staff may use reasonable force by using control or restraint techniques. 'Control' refers to either passive or physical contact, for example, blocking a student's path to a main road (passive) or guiding a student by the arm away from a potentially dangerous hazard (active). 'Restraint' refers to physically engaging with a student as part of any necessary measures in order to bring a situation under control.

Reporting the use of restraint

All incidents of significant challenging behaviour will be reported using an incident form (blue form). This will be done as soon as practical, ideally on the same day and always within 24 hours.

If restraint has been used, the incident form for recording restraint will be used. Staff will also complete the GOC restraint book which is kept at GOC reception.

Staff will make every attempt to contact parents to report the use of restraint on the day on which it occurred.

Positive Handling plans (PHP's)

Decisions regarding individual behaviour strategies will be discussed in class teams in the first instance, and then communicated to the SLT. Parents/carers will also be consulted, final decisions will be recorded, and a copy placed in the student's file and in their Student Information file on the college network on the teacher server. All strategies will be regularly reviewed, and discussed at staff/student update meetings where appropriate. Where a student's behaviour becomes more challenging and school requires further support SLT may make a referral to the CLDT health team for young people who are 18 and over. There are two psychologists in the team as well as a challenging needs service, which works with adults who have behaviour that challenges.

Risk assessment

When a student's behaviour presents a risk to their own safety, to their peers or to staff working with them it will be necessary to complete a Risk assessment. The process for completing this using the recommended Health and Safety Matrix is kept in the Risk assessment folder on the Teacher server. These Risk assessments should be also copied into the student's individual files.

Deprivation of Liberty

Supervision of our young people and vulnerable adults is necessary and failure to do so would be in breach of our staff 'duty of care'. It therefore follows that deprivation of liberty must be reasonable, proportionate, and necessary in order to safeguard these young people.

Safeguarding our vulnerable young people is paramount and at Great Oaks College we have electronic doors which open using an electronic swipe fob. Different areas within the

school are accessible only by using the fob system. Both the front doors and the gates to the car park also are protected in this way.

To ensure that liberty is safeguarded Great Oaks College will plan ahead whenever there are arrangements in place which might foreseeably result in a deprivation of liberty *such as use of a safe space or restricting access to certain areas when student behaviour is causing immediate risk*. Those arrangements will be set out in detail in Education Healthcare plans (EHCPs) and reviewed annually.

Dynamic Risk Assessment

In unforeseen circumstances where young people become challenging or pose a risk to themselves or others, staff will make a dynamic risk assessment to identify hazards, assess risk and take appropriate action immediately. This action will always be in the best interests of the student, in good faith and in line with the training they have received. After an event where staff have made such a dynamic risk assessment, this will then be incorporated into students PHP's and Risk assessments for the management of these incidents in the future.

Professional Development

Opportunities for professional development are available for staff to further develop skills in this area. Staff will receive regular training in "Team Teach" which is a technique for managing anger and aggression safely. The Deputy Head Teacher Nicola Christie is a "Team Teach" instructor.

The purpose of Team-Teach training is to support adults understanding and management of challenging behaviour, by embedding the teaching of physical techniques within a holistic, positive behaviour de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

Exclusion

As detailed in this policy we will always try a range of strategies to manage behaviour and to seek the causes and triggers where students display challenging behaviour. In order to assist us in working effectively with young people it is essential that parents/carers disclose the extent of the challenge that their young person presents at interview. Only the Head Teacher can exclude a student.

If a student behaves in a way that compromises student or staff safety to a level which the college considers to be dangerous we will exclude the student. Students can be excluded from Great Oaks College in two ways:

1: Suspension or fixed term exclusion

Suspension or fixed term exclusion is not usually intended to correct student behaviour. This process will only be used when Health and safety is compromised and where a student's presence is believed to be a risk to themselves or others or to allow an investigation to take place following a serious incident.

2: Permanent exclusion.

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