

## Great Oaks College Positive Handling

Adopted: January 2021

Review Date: January 2024

Person responsible: Rich Murr Assistant Head

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 or self-injurious. 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 follow intervention procedures to prevent a student from causing harm to a member of staff or another student or to protect a student at risk of harming themselves.

### **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 as adults 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 students’ 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. Behavioral interventions which seek to only control behaviour, rather than understand its meaning is likely to prevent individuals from making the most of their potential.

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### **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, sensory )
- ◆ Lack of motivation (intrinsic/extrinsic)
- ◆ Communication difficulties
- ◆ Students “stuck” at a developmental level
- ◆ The inability to respond appropriately to environmental change (staffing, activity, Pandemics 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
- ◆ Mental Health and associated conditions
- ◆ A combination of any of the above.

### **Strategies**

- ◆ A consistent approach by staff
- ◆ An emphasis on communication
- ◆ An emphasis on choice
- ◆ Use of appropriate strategies according to individual need
- ◆ 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
- ◆ Restorative approaches to understand behaviour **should a student need physical support to keep themselves or other safe**

Physical support, in line with Team Teach procedures would be used

- ◆ If all other strategies had been used first in line with an individualised Positive Handling Plan and as a final resort and a failure to support could result in injury to the student, other students, staff, or significant damage to property
- ◆ 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

## **Great Oaks College Positive Handling** **Reporting the use of Physical Intervention**

If as a last resort, physical restraint is used, the parent must be informed of the type of intervention and why and how long it was used for. Staff will make every attempt to contact parents to report the use of restraint on the day on which it occurred.

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 a physical intervention has been used, the appropriate sections on the incident form must be completed. Staff will also complete the GOC bound recording book which is kept at with the Team Teach instructor, in the Assistant Head's office.

### **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 college 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. PHPs should be shared with Multi-disciplinary teams involved with the student.

### **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 students who are all vulnerable young 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 adults is paramount and at Great Oaks College we have electronic doors which open using an electronic swipe fob. Different areas within the building 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 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. Some students are given access to some fobbed doors. This is based on individual need and suitability.

### **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

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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 Assistant Head Teacher Richard Murr is the lead "Team Teach" instructor; Nina Crowther (LSA) will complete "Team Teach" Instructor training in due course, which will enable more regular refreshers and guidance across pathways

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 (Nickyie Thomas) 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 will be considered if;**

The attendance of the student has become incompatible with the provision of efficient education for others.

A student's behaviour poses too great a risk to the other vulnerable students on site.

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Chair of Committee:



Print Name: Killian O'Sullivan

Date: Approved 15/2/2021