



## **Ysgol Plas Brondyffryn Positive Behaviour Support and Management Includes Use of Restrictive Physical Interventions**

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol –Secondary Site- SLD

Gerddi Glasfryn – Residential Site

*Please note that whenever the term Brondyffryn or School appear it is therefore referring to all of the above sites.*

### **1. Description of School and its community**

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of pupils with Autistic Spectrum (ASC) aged 3–19 years. There are currently 125 pupils on role. Gerddi Galsfryn accommodates between 26–30 pupils on a part time basis. In addition to Denbighshire pupils, the school also takes pupils from across Wales and a small number from England.

The majority of the pupils are from English speaking families. Welsh is taught as a second language. Pupils from Welsh speaking families are able to be educated in their home language. The majority of the pupils are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

### **2. Description of Policy Formation and Consultation Process**

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised.

### **3. Introduction**

Ysgol Plas Brondyffryn is a school for pupils who experience developmental disabilities and autism; some pupils have additional needs. The school community provides a safe and secure environment for pupils, staff and visitors. We aim to:

- Create a first class special school environment and a centre of excellence for autism
- Promote the principles of inclusion and integration
- Provide a range of high quality educational and care services for pupils
- As far as possible provide all services in both Welsh and English
- Promote debate, training and research with regard to the education and care of children with autism

### **School Prospectus 2015**

This policy is in two parts and discusses approaches for supporting pupils who may as a result of their behaviour need some support in developing alternative strategies of expressing themselves or coping. The policy is also a framework identifying how to support pupils that present a level of risk either to themselves for others as a result of their behaviour.

The intention of this policy is to support staff to dispense their duty of care towards pupils who may have additional identified needs as a result of their behaviour. It is also important to recognise that the policy and practice will also provide safeguards for other pupils and staff.

The policy will establish the legal requirements and responsibilities of the school and clarify their approach to the use of reasonable force and restrictive physical intervention for all staff, pupils, governors, parents/carers, external agencies and the wider community. It will enable staff to manage incidents with confidence and consistency, ensuring their response complements the overall approach to the values and the ethos of the school, whilst ensuring the best interests of those involved. Finally, the policy will reinforce and safeguard the health and safety of the whole school community and others who use the school.

This policy should be read in conjunction with the following guidance documents:

Absconson Policy  
 Anti-Bullying Policy  
 Child Protection and Safeguarding Policy  
 Exclusions Policy  
 Rewards and Sanctions Policy  
 Equal Opportunity Policy  
 Home/School Agreement  
 Manual Handling Policy  
 Substance Misuse Policy  
 Violence to School Employees

This policy has been formulated with reference to the following documents:

- Welsh Government Framework for Restrictive Physical Intervention Policy and Practice, March 2005.
- Safe and Effective Intervention – use of reasonable force and searching for weapons, Welsh Government October 2010.
- Framework for Restrictive Physical Intervention Policy and Practice, March 2005.
- European Convention on Human Rights, Fundamental Freedoms (1985), Human Rights Act 1998.

- Department for Children and Families (2007) Use of Force to Control or Restrain Pupils
- British Institute of Learning Disabilities (BILD), Code of Practice for the use and reduction of restrictive physical interventions.
- Use of Reasonable Force & Restrictive Physical Intervention Policy, Denbighshire County Council, September 2014.

### **The Legal Position:**

Section 93 of the Education and Inspections Act 2006, replaced Section 550A of the Education Act 1996 and enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- ***committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);***
- ***causing personal injury to, or damage to the property of, any person (including the pupil himself); or***
- ***prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.***

Staff to which this power applies is defined in section 95 of the Act. They are: ***'any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils'***

The use of this power also includes:

- support staff whose job normally includes supervising pupils such as teaching assistants, learning mentors and lunchtime supervisors
- can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits)

### ***This power does not include:***

- administrative staff unless they had been given authorisation by the head teacher to have control or charge of pupils.

Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a pupil might have.

Under the Equality Act 2010 schools have key duties:

- not to treat a disabled pupil less favourably, because of his/her disability, than a non-disabled pupil;
- not to treat a disabled pupil unfavourably because of a reason related to their disability, without justification; and not to apply a provision, criterion or practice that puts or would put a disabled pupil at a particular disadvantage compared with a non-disabled pupil, without justification;

to take reasonable steps to avoid putting a disabled pupil at a substantial disadvantage in comparison with a non-disabled pupil (known as the reasonable adjustments duty).

## **Part A: Positive Behaviour Support**

### **1. Positive Behaviour Support**

#### 1.1 Challenging Behaviour:

'describes behaviour of such frequency, duration or intensity that the safety of the person or others is placed in jeopardy or behaviour which is likely to limit or delay access to ordinary community facilities', (Emerson 1995).

1.2 The most effective way to manage challenging behaviour is to use a whole school approach to positive behaviour management. The whole school operates a holistic system that is aimed at supporting pupils to develop a range of coping strategies and alternatives to exhibiting behaviours that may be regarded as 'challenging'. This is a graduated approach that starts with the implementation of a positive behaviour support plan for all pupils in the School.

### **2. Developing Positive Behaviour Support Plans**

2.1 All pupils will have a positive Behaviour Support Plan (BSP). Some pupils will have an Individual Reactive Strategy (IRS), see Part B, 1.3 and 3.3. This plan will include:

**Identification of the target behaviour(s)** – a good description of the actual behaviour that is of concern

**A functional assessment** – to identify the motivational and maintenance factors that increase the intensity, frequency and duration of the behaviour.

**A Behaviour Support Plan**- it will describe the strategies to be implemented to reduce triggers for the behaviour and support the pupils to learn alternative strategies.

The behaviour support plan may also describe the primary and secondary support strategies. Where appropriate each identified behaviour should include details of 'triggers' and 'cues', as described in the *Timian Management of Challenging Behaviour* training programme

The BSP will also include **A Risk Assessment** of each identified behaviour. Many of the identified behaviours will be assessed as 'no risk' (based on the *DCC Risk Assessment Matrix*). For those behaviours which are identified as carrying a 'risk' the primary and secondary strategies (see below) must result in manageable and acceptable 'risk scores'. The responsibility of confirming the Risk Assessment aspect of the Behaviour Support Plan rests on the Senior Leadership Team using the information in the BSP supplied by the pupil's teacher.

### **3. Primary & Secondary Strategies of Support**

3.1 Primary prevention will prevent the occurrence of behaviours that may present a risk by minimising potential triggers that lead to an escalation in behaviour. This is best achieved by ensuring that staff are aware of potential triggers and that they reduce the triggers. Staff will implement consistent approaches.

3.2 Primary strategies that are commonly employed in school include:

TEACCH, schedules, positive communication, encouraging self re-direction, low arousal approaches, offering alternative teaching environment, activities or choices and planned sensory activities.

3.3 Secondary strategies for preventing behaviour that is challenging will enable staff to intervene when behaviour is escalating. Secondary prevention strategies will be used when key indicators of behaviour exhibited by an individual pupil show signs of escalation in the behaviour. Behaviour support plans will describe the 'sequence' of behaviours and options for defusing and de-escalating the behaviour.

3.4 Where behaviours are of concern e.g. new, presenting unacceptable risk or when requested by external agencies, these can be formally monitored using appropriate methods but this must be agreed by a member of the Senior Leadership Team

### **4. External Support**

4.1 An important aspect of positive behaviour support is developing a range of skills within the staff team. It is also important to utilise the skills offered by a range of other services that compliment the skills of the school staff team. These services include: CAMHS, Educational Psychology, Behaviour Support, School Liaison Officer, School Doctor and School Nurse. This is not an exhaustive list.

## **Part B: Use of Restrictive Physical Interventions**

### **1. Definitions**

1.1 The Welsh Assembly Government describes the term 'Restrictive Physical Intervention' as;

*'direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual.'*

1.2 This school policy specifically discusses the use of restrictive physical interventions and is not written with reference to other restrictive practices such as chemical restraint, seclusion or mechanical restraint. Such practices are not supported by school policy.

1.3 The use of Restrictive Physical Interventions may be planned or unplanned;

A planned response would be the use of a restrictive physical intervention based upon a level of foreseeable risk that has been planned in advance and is written into an Individual Reactive Strategy (IRS). When used as a planned response it must always be part of a much broader approach that includes proactive support, in keeping with parts A and B of this policy. Planned responses must be based on a clear rationale and risk assessment.

An unplanned response is the use of a restrictive physical intervention, in response to a behaviour that presents significant risk, where the behaviour had not been observed previously. Analysis of the situation and appropriate future planned response should be included in a new Individual Reactive Strategy or an existing one modified.

1.4 Screening & Searching

Staff can legally use a restrictive physical intervention or reasonable force when conducting a search for:

- knives or weapons
- alcohol, illegal drugs, cigarettes or cigarette papers
- stolen items
- fireworks
- pornographic images or materials
- or articles that could be used to commit an offence or cause harm.

### **2. Best Interest & Legal Context**

2.1 Ysgol Plas Brondyffryn aims to create a safe and secure environment for all the pupils, staff and visitors. The use of restrictive physical interventions must always be:

Implemented only when all other available alternative options for responding to the behaviour have been tried and failed to be effective;

Appropriate and proportionate given the level of risk presented by the behaviour;

Appropriate given the age and developmental needs of the individual child and any of their personal history;

Used for the shortest possible time and employ the minimum amount of force necessary;

Supported by debrief opportunities for pupils and staff.

2.2 The implementation of restrictive physical interventions will not be used as a threat or consequence of a behaviour or to punish pupils for unacceptable behaviour.

2.3 Staff are reminded that they are accountable for their own judgments and actions at all times. Whatever the situation staff are expected to act within the law; it is a criminal offence to use force or to threaten to use force unless circumstances give rise to 'lawful excuse.'

2.4 Any action taken to reduce risk must be commensurate with a professional duty of care aimed towards minimising risk. Behaviour that presents a risk of harm to the individual or others (including staff) should be managed to minimise harm to all concerned.

2.5 Situations that may give lawful excuse for the use of restrictive physical interventions include:

Self defence in situations of significant risk  
Serious and significant damage to property  
When behaviour is compromising good order and discipline  
When there is significant risk of injury to a third party  
Serious self injury

Professional judgement is key to deciding upon the most appropriate course of action to ensure safer outcomes for individuals and others in situations that pose a risk of serious harm. Where the potential exists for the use of restrictive physical intervention, a number of important factors have to be balanced. These factors include:

- knowledge of the individual and their history
- knowledge of the impact and effects of restrictive physical intervention techniques and methods
- ensuring the welfare and safety of all those involved
- ensuring professional transparency and accountability
- ensuring that all actions are appropriate and acceptable within recognised professional practice, civil law and criminal law.

### **3. Proactive Approaches and Prevention**

3.1 Part A of this policy document discusses positive behaviour support including individual behaviour risk assessment. It is expected that all pupils will have a positive behaviour support plan which includes individual behaviours risk assessment: this will include primary and secondary response strategies. (See Appendix 1: Behaviour Support Plan)

3.2 Primary Strategies will be developed that support pupils to develop alternative strategies and behaviours to those which present a risk to themselves or others. Secondary preventative strategies will be implemented to increase opportunity for de-escalating and defusing of behaviours that are likely to escalate further.

3.3 An **Individual Reactive Strategy** will only be developed when the behaviour risk assessment indicates the use of a planned restrictive physical intervention. All Individual Reactive Strategies will be reviewed at least every six weeks or as a minimum once a term. A definitive list of pupils requiring an Individual Reactive Strategy will be maintained by Senior Leadership Team with reference to the Restrictive Physical Intervention Log and Behaviour Support Plans (Risk Assessed). See Appendix 2: Individual Reactive Strategy.

#### **4. Emergency Use of Restrictive Physical Interventions**

4.1 Occasionally it may be necessary to implement the use of restrictive physical interventions when a pupil exhibits a behaviour that could not be foreseen. Staff are to be aware that their response should be in keeping with this policy and associated legislation and guidance.

#### **5. Use of Directed Time Out**

5.1 This includes any situation when, as a result of their challenging behaviour, a pupil is directed to spend time in a place not normally used for his/her teaching and not forming part of a planned therapeutic input.

5.2 The use of 'Time Out' can be an effective de-escalation strategy in positive behaviour management. This can be a planned or unplanned strategy, and can take place in a number of varying environments e.g. garden, library, playground, time out room. When electing to use 'Time Out' as a strategy, the following points need to be considered:

- a. the 'Time Out' environment - the child's whereabouts must always be known to a supervising adult, although this supervision can be done from a distance, depending on individual pupil circumstances and professional judgement
- b. the duration of 'Time Out' must be carefully considered and monitored to ensure that the child does not become unduly distressed

5.3 All instances of directed time out must be recorded on the Significant Incident Report Form. This information must be entered in the Directed Time Out Log by Senior Leadership team member.

5.4 With reference to the Rewards and Sanctions Policy, use of Reflection Time and Internal Exclusion is included in the definition of Directed Time Out and will be recorded in the Directed Time Out Log.

**In no circumstances should a child be kept in a locked room as a 'Time Out' intervention.**

#### **6. Reporting & Recording**

6.1 All incidents that result in the implementation of a restrictive physical intervention should be reported using the *Significant Incident Report Form* (See Appendix 3: Significant Incident Report Form). This record should be made at the earliest possible time and in any event should be written within 24 hours of any incident.

The record should include:

The full name(s) of the pupil(s) involved

The full names of pupils, visitors and staff members present at that time

The name(s) of the staff involved in the decision to use a restrictive physical intervention

Description of restrictive physical intervention if used

The nature of the incident, identified behaviour and risk presented

The location of the incident

The time of the incident and the time the incident finished

Any injuries that occurred to anyone as a result of the incident

Actions taken by the school

## 6.2 Mandatory Restraint Log

School: All instances of Physical Intervention must be recorded in the *Restrictive Physical Intervention Log* using the information contained in the *Significant Incident Report*. This is the responsibility of the Senior Leadership Team.

Gerddi Glasfryn: All instances of physical intervention are recorded in the *Physical Intervention bound book*. The book is regularly reviewed and signed by the Head of Care. The Head of Care also writes to the parents to inform them of the use of physical intervention.

6.3 It will be important to record the statements or information given by all staff members involved in using a restrictive physical intervention. It is also expected that statements will be collected from any visitors who may have been witness to such incidents.

6.4 Where Physical Intervention is used out of school members of the public witnessing such actions may be concerned – in these circumstances the School has an information card which explains the generic circumstances of the physical intervention and this card should be given to members of the public. The information card should be carried by all parties leaving the school premises.

6.5 In most cases it is appropriate to inform parents when an incident has given rise to the use of a restrictive physical intervention. In a very few exceptional circumstances there may be reason to believe that sharing such information may give rise to safeguarding issues for a young person; this must be recorded and shared in line with local safeguarding procedures.

## 7. Training

7.1 Ysgol Plas Brondyffryn undertakes training in behaviour management and physical interventions that is accredited by the British Institute of Learning Disability (BILD) Physical Interventions Accreditation Scheme. This training is delivered by Timian Training Ltd. As such the school undertakes to dispense its duty in line with the standards of the accreditation and the BILD Code of Practice (2010).

7.2 Timian Training model is a whole approach that includes theoretical training aimed at developing staff skills to understand the causes and functions of behaviour. The training also includes a set of core physical interventions techniques as a component of the whole approach. It is not just a physical skills training model.

7.3 Staff are expected to make themselves available to attend training if this is appropriate to their role and to ensure that they also update their physical skills on a regular basis and attend refresher training at intervals of no more than 18 months.

## **8. Complaints Procedures**

After an incident in a school, there is always the possibility of a formal complaint. A number of persons might feel aggrieved by the incident, whether they are pupils, parents, teachers, other employees, or even visitors to the school and members of the public. Any of these persons can lodge a complaint and expect it to be investigated diligently and fairly.

As a precursor to such a possibility, head teachers should be aware of the need to review and monitor the reactions of all parties involved in an incident, to consider the effects on current school policies, and have a total awareness and understanding of all aspects of the case. The general complaints procedures adopted by the governing body must always be followed.

If a complaint is received which alleges some form of abuse or injury, whether inflicted during the use of reasonable force or restrictive physical intervention or not, the head teacher or designated person, must record the complaint in writing. The recorded information must include where and when the incident occurred. It should include as much detail of the alleged injuries or abuse as possible. At this point, it is important that the head teacher confirms to the complainant that the matter will be dealt with in line with the All Wales Child Protection Procedures ([www.awcpp.org.uk](http://www.awcpp.org.uk)) which will require referral to Children's Services and the police.

## **9. Summary:**

The school is committed to providing a safe and secure environment for all pupils, staff and visitors. Staff are expected to use proactive approaches that support pupils who occasionally behave in ways that may be described as 'challenging'. It is important that any approaches include primary and secondary actions of prevention wherever possible and that the use of restrictive physical interventions occurs only when alternative available strategies have been tried and failed or there is absolutely no other alternative.

## **10. Guidance**

Assembly Government's Response to the Safeguarding Vulnerable Children Review, 17/10/06.

<http://www.childreninwales.org.uk/policy/documents/governmentresponsesandstatements/6386.html>

Department for Children Schools and Families (2007) Use of Force to Control or Restrain Pupils.

<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/useofforceguidance/>

Department of Health (2004) Children Act. London OPSI

Department of Health and Department for Education and Skills (2002) Guidance for Restrictive Physical Interventions: How to provide safe services for people with learning disabilities and autistic spectrum disorder. London. HMSO

European Convention on Human Rights and Fundamental Freedoms (1985) Council of Europe. <http://www.pfc.org.uk/node/328>

Human Rights Act (1998): OPSI. London.

[http://www.opsi.gov.uk/acts/acts1998/ukpga\\_19980042\\_en\\_1](http://www.opsi.gov.uk/acts/acts1998/ukpga_19980042_en_1)

BILD Code OF Practice for the use and reduction of physical interventions: a guide for trainers and commissioners of training. (2010) BILD. Kidderminster  
Welsh Assembly Government; Framework for Restrictive Physical Intervention Policy and Practice (2005).  
<http://wales.gov.uk/caec/publications/childrenandyoungpeople/physicalintervention/frameworken.pdf;jsessionid=XzFgL2cG8dj71MnKMcmmgRs5QlxQkQByB31Jv2p4D1vnLj952DtQ!2003708271?lang=en>

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To be reviewed:	April 2017

#### **Equality Impact Assessment completed**

An Equality Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

#### **Date completed:**

April 2016



**YSGOL PLAS BRONDYFFRYN  
INDIVIDUAL REACTIVE STRATEGY**

Name:                      Year:                      Start date:                      Review date:

This IRS must be read in conjunction with the Behaviour Support Plan which details the Primary and Secondary Strategies used before reactive strategies.

Description of behaviour:

Description of behaviour:		
<b>CUES</b>	<b>TRIGGERS</b>	<b>REDIRECTION</b>
		<b>If all else fails....</b>
<b>REVIEW:</b>		

Signatures:

Date:

Class Teacher

Parent/Carer



## SIGNIFICANT INCIDENT RECORD

To be used for behavioural incidents (Section 1), physical intervention

(Section 1 & 2) and/or accidental injuries or assaults (Section 3)

Pupil's name		Class	
Completed by		Designation	
Location of incident		Date	Time
Staff involved			Duration of incident
Injury accident	Yes/No	If yes, please ONLY complete injury details in Section 3	

### 1.1 Behaviour (please tick)

Persistent refusal to comply	Verbally abusive	Disruption to lesson	Other (detail below)
Property damage	Pinching	Biting	Self-harm
Hitting/ Kicking	Spitting	Head butting	Bullying

### 1.2 Details of pupil's behaviour

### 1.3 Pupil feedback (student's reason for behaviour)

**Staff feedback (what led to incident? Can it be avoided next time? How?)**

### 2.1 Details of any physical intervention

Names of staff involved in intervention:	Signature	Witnesses to action taken:	Signature
1.		1.	
2.		2.	
3.		3.	
4.		4.	

**2.2 Reason for intervention (please tick)**

<b>Immediate danger to:</b>	<b>Pupil</b>		<b>Other pupils</b>		<b>Staff</b>	
<b>Avoid damage to property</b>			<b>To prevent or disrupt a criminal act</b>			
<b>In response to a known trigger</b>			<b>Behaviour prejudicial to good order</b>			
<b>Other (please detail)</b>						

**2.3 Intervention strategies used (please tick all that apply)**

<b>None</b>	<b>Shepherding by the arm</b>	<b>Timian restraint walking</b>	<b>Timian Protection</b>	
<b>Diversion</b>	<b>Directed Time out</b>	<b>Timian restraint standing</b>	<b>Timian Breakaway</b>	
<b>Elective Time out</b>	<b>Flat hand on back</b>	<b>Timian restraint seated</b>	<b>Other (detail below)</b>	
<b>Brief description of intervention</b>				
<b>Duration of holds</b>				
<b>Effectiveness of holds – outcome of incident</b>				

**3 Injuries (use continuation sheet if more than one injured person)**

<b>Injured person</b>		<b>Date of birth</b>	
<b>Address</b>		<b>Post Code</b>	
		<b>Telephone</b>	
<b>Type of injury</b>		<b>Body part</b>	
<b>Cause</b>			
<b>Medical Treatment</b>			
<b>First Aid</b>			
<b>Other</b>			

**Parents informed** ( please indicate method, by whom and the date) :

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**Action taken by Head Teacher/Manager:**

Signed:		Date:	
Discussed with pupil	Yes/No	Pupil's signature	
Discussed with staff involved	Yes/No	Gerddi Glasfryn/School informed	Yes/No

**Other agencies informed of the incident:**

LAC		CAMHS		Social Services	
Police		DCC H&S		Fostering Agency	
Others (Please detail)					

**Additional forms completed:**

Witness statements		Restrictive Physical Intervention log	
DCC Injury/Incident report		Electronic Reference Number	