



Positive Management of Severe Challenging Behaviour Policy and Procedures

Endeavour Multi Academy trust

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Summer Term 2024 - LGBs	V1.0	New Policy drafting to be used by all Endeavour MAT Schools

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1. Rationale

Some of the pupils who attend schools in the Endeavour Trust 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 schools Behaviour Policy also apply to this document. Governors 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 wherever 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 Behaviour Support Plan (IBSP), that is based on the particular needs of the pupil. However, if physical intervention is required this will be implemented within legal requirements set down in the 1996 Education act and DFEE(5) Circulars 10/98 and 10/99. This policy and procedures have also been based on the LA Guidance found in the procedures for physical management of challenging behaviour in 'Positive Range of Options to Avoid Crisis and use Therapy 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

All schools in the MAT hold the 'PROACT-SCIPr-UK Training status, which involved all staff being trained in the LA approved methods of physical management of challenging behaviour, and positive behaviour management. Seven staff within the Trust are trained PROACT-SCIPr-UK Instructors. Each PROACT-SCIPr-UK instructor attends a yearly recertification.

All staff attend a yearly refresher to ensure their training is relevant and up to date. The training is planned to meet the schools' requirements and individual pupil needs.

Across the Endeavour Trust a two day Introductory and Foundation course is delivered to new staff. This training is organised across the MAT termly.

4. Reporting and Quality Assurance

Behaviour incidents and physical interventions recorded in the PROACT-SCIPr-UK book are reported to governors regularly across the academic year.

The instructor in each school reports on behaviour and physical interventions to the Educational Psychologist annually.

This is part of the quality assurance process to ensure practice is relevant and consistent. The EP reports to the local authority and Loddon.

5. Physical Management of Severe Challenging Behaviour

In all behavioural incident's schools use a range of de-escalation strategies rather than immediately instigate physical approaches.

Physical interventions could provoke the spiralling of the behaviour from a lower to higher level of intensity. The development of pupil's IBSP 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. (Please see PROACT-SCIPr-UK manual).

- Keeping safe
- Touch support
- Two-person arm support and releases
- One-person escort

- Two-person escort
- Hug

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. Parents and carers are informed.
- The behaviour must be reported to the behaviour lead and/or the PROACT-SCIPr-UK instructor as soon as is safely practical, but before the end of the school day.
- The school will contact parents of the pupil involved as soon as practically possible within the same day to inform them about the use of RPI.
- Further 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.
 - To agreed emergency strategies to manage the behaviour in the event that it occurs again.
 - These will be added to the IBSP along with an updated risk assessment.

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 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 IBSPs.
- Individual Behaviour Management Support Plans will be produced, implemented, communicated and agreed by all involved including the child if it is appropriate

- Frequency of inappropriate behaviour and any harm that occurs to the pupil, self and others must be recorded on Arbor and the PROACT-SCIPr-UK book. If necessary it will be recorded on My Concern.
- Records and logs will also be monitored by the Headteacher, Behaviour Lead and SLT to review and evaluate policy and practice.
- If behaviour accelerates to a level that 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, school Governors and 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.