



TWO RIVERS  
HIGH SCHOOL



# Policy and the Procedures for the Positive Management of Severe Challenging Behaviour

## Two Rivers School

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## **1. Rationale**

Some of the pupils who attend Two Rivers 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. 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**

The school holds 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. Three staff within the Two Rivers Schools are trained PROACT SCIPr-UK Instructors.

### **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 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

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

#### **5.1 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, Collette Harding (Behaviour Co-ordinator and PROACT SCIPr-UK Co-ordinator) and the Headteacher at Primary and Tom Silk (PROACT SCIPr-UK Co-ordinator and instructor) or Yvonne Edwards (Assistant Headteacher, PROACT SCIPr-UK Instructor) at High School, 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.

## **5.2 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.
- Frequency of inappropriate behaviour and any harm that occurs to the pupil, self and others must be recorded on SIMs and the PROACT SCIPr book if necessary.
- Records and logs will also be monitored by the Headteacher, Behaviour Co-ordinator 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.