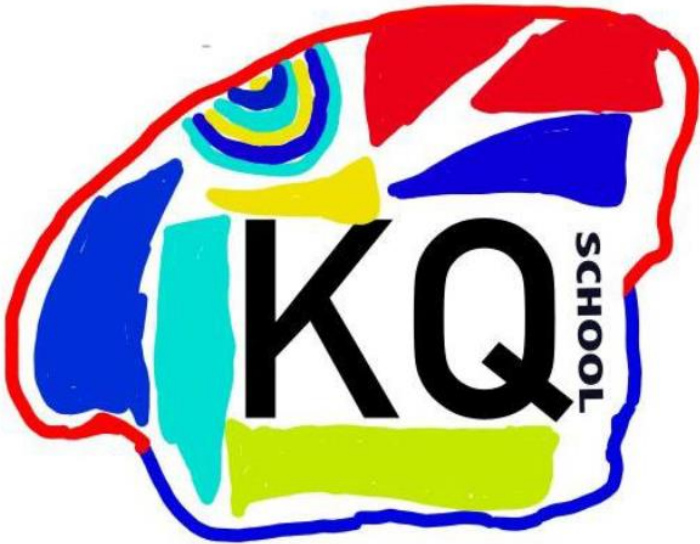


Kensington Queensmill

Behaviour Policy including dealing with bullying
and Policy on use of Physical Interventions



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| Approved by: | KQ LGB | Date: February 2022 |
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Mission Statement: A caring environment where we respect and value children for who they are, help them to understand the world around them and teach them to manage their autistic behaviours.

Executive Summary of procedures to deal with negative behaviours:

1. High professional standards from all staff provide a calm and autistic-specific environment.
2. Use of preventive strategies that work to calm and engage each child, as described on their Pen Portrait and emotional regulation support plan (ERSP).
3. Any behaviours needing attention are brought to the attention of the staff team, are noted and monitored, then an ERSP is drawn up.
4. Use of physical intervention as an absolute last resort to avoid damage to the child or to other children, as learned in our Team-Teach training, or, if not yet trained, then in a calm way, with use of force limited to absolute minimum necessary to stop the child self-harming or hurting others.
5. Any use of physical intervention must be written up on the same day in the Behaviour Log held in Head of School's office, parents/carers must be informed, also on the same day. The Head of School must sign, or, in their absence, another member of the Senior Management Team. Good practice would dictate that the class team of the child in question would have a debrief/case conference after any use of physical intervention to which therapists and SMT are invited.
6. Any incidents of bullying, or of children being anxious or afraid of the behaviours of others must be reported to the class teacher.

This policy is drawn up following the DfES/Department of Health Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, July 2002. It should be read in conjunction with the school's Health and Safety Policy.

"People with learning disabilities have a right to be treated with respect, care and dignity especially when they are behaving in ways which may be harmful to themselves or others and as a result require physical intervention from staff".

(Foreword from the guidance, contained in a letter from Jacqui Smith and Cathy Ashton.)

Each pupil at Kensington Queensmill is a young individual with a personality and likes and dislikes of their own, but also has a diagnosis of autism. The school recognises that, because our children misunderstand so much of what goes on around them, and experience anxiety because of this, that their behaviours may become stressed and at time inappropriate. We aim to teach each child to manage their autistic behaviours and to provide the structure, understanding and curriculum in order to reduce that stress as much as is possible, thereby avoiding anxious behaviours.

1. Professional Values and Practice for all staff at Kensington Queensmill

(from the Professional Standards for Qualified Teachers, with agreement and additions from all staff at Kensington Queensmill)

1. We will have high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds. We are committed to raising their educational achievement.
2. Through practice and documentation, we treat pupils consistently, with respect and consideration, and are concerned for their levels of communication and their development as learners.
3. We are here to teach children the skills to manage their own autism.
4. We all demonstrate and promote the positive values, attitudes and behaviours we expect from our pupils.
5. We all communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.
6. We all contribute to, and share responsibility in the corporate life of the school.
7. We all understand the contribution that each member of staff makes to the teaching and learning of our pupils.
8. We are all able to improve our own practice by evaluating it, learning from the effective practice of others and from evidence. We are motivated and able to take increasing responsibility for our own professional development.
9. We are aware of, and work within, the statutory framework relating to staff responsibilities.

At Kensington Queensmill we aim to equip our pupils with self control and strategies for managing their own regulation. We plan to avoid children becoming stressed and therefore to avoid the need for physical interventions wherever possible by the use of good preventive curriculum and regulation strategies.

2. Preventive Strategies to encourage calm behaviours:

- o staff numbers are adequate
- o staff are well trained in the teaching of pupils with autism who can experience dysregulation.
- o new staff and volunteers receive induction training
- o the environment is modified to provide a calm, low arousal environment
- o All pupils have an ERSP
- o where necessary pupils have an Individual Risk Assessments that shows how their dysregulation is best managed
- o a diverse and interesting curriculum allowing pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement
- o a high standard of recording and assessment so that we can demonstrate progress in learning and autism terms and know what next step to teach

- working as a team, including the Speech and Language Therapy Team, to try to understand the communicative intent (“what were they trying to tell us?”)
- talking to pupils and families about ways pupils prefer to be supported when they pose a significant risk to themselves or others
- staff understand the anxieties and frustrations our pupils experience and try to overcome them
- staff recognise the value of class teams, and help each other to recognise pupils' moods and behaviours in order to avoid stress and support de-escalation
- staff are committed to respectful and professional working, and will find ways to tell others if they are not working in such a way
- working collaboratively with parents and carers to use consistent strategies in home and school
- any incidents of bullying will be dealt with, whether they were intentional or not
- Working as a team, including the Occupational Therapy team to understand regulation and appropriate transactional supports for regulation
- All staff are trained in Sensory Integration Approaches to support access for pupils to potentially challenging sensory environments

3. We also use the following day to day good practice in order to minimise pupils' anxiety and help them to learn to interact positively with others around them:

- a flexible and life-skills curriculum so that children can learn through their interests and particular skills to become as independent as possible
- the curriculum is highly differentiated to meet the learning needs of each child
- routines so that children feel secure and calm
- visual timetables so that children can see the structure of the day and respond to it
- clear and transparent language, so that children are calm and can understand what is expected of them
- children are supported to identify and manage their feelings
- signing and symbols are used to augment language, so that children can understand
- a positive environment, with lots of praise and encouragement and positive body language
- a low arousal environment, classes are clear of clutter and visually simple
- staff know the children's likes and dislikes and triggers, and how autism affects each child
- staff know what calms each child, and will offer that strategy as necessary e.g. a walk in the playground, time in the soft play room, hand massage, etc
- staff allow children time to respond to a question or instruction and time to finish their work
- staff understand the sensory issues, and how these affect each child

- staff talk to children about what they are doing, even if the child is not using speech
- staff use clear prompts to redirect a child: "it is time for . . . we need to . . ."
- music is used to calm and to motivate
- working to reduce any sexually inappropriate behaviours and teaching children the difference between public and private places, and the sorts of behaviours that are only appropriate in private
- children have individual quality time, e.g. being sung to, or something that they particularly enjoy
- staff read the home-school book first thing in the morning so that they are aware of any issues that might affect the child on that day
- staff bend down to children's physical level to speak to them
- staff enjoy playing with children, often joining in with their play by imitating them
- there are toys available to allow children to play, or to flap and spin if this calms them
- the ethos of the school is a calm, happy place where staff are approachable
- we call on the advice of specialist services such as the Educational Psychologist and CAMHS (Children and Adolescent Mental Health Services).

4. Restrictive Physical Intervention

Every adult and child is entitled to:

- respect for his/her private life
- the right not to be subjected to inhuman or degrading treatment
- the right to liberty and security, and
- the right not to be discriminated against in his/her enjoyment of those rights.

(Human Rights Act 1998 and The United Nations Convention on the Rights of the Child, ratified 1991.)

Underpinning Principles:

- The use of Physical Intervention (PI) should, wherever possible, be avoided
- There are occasions when the use of PI is necessary
- When PI is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

The school uses the TEAM TEACH. It emphasises the need to look for the underlying reason for the dysregulation and for staff to take a proactive approach to managing it. It presumes that all dysregulation is an attempt to have a need met.

Restrictive Physical Intervention involves the use of physical support to direct a pupil's behaviour and can mean using bodily contact, protective wear or changes to the person's environment, e.g:

Bodily contact: holding a pupil's hands to prevent them

Mechanical: from hitting someone
using a helmet to prevent self-injury
Environmental Change: using calming strategies (see above)

The use of physical intervention should only be used to prevent:

- o self-harming
- o injury to others
- o severe damage to property that is likely to cause harm to the pupil or to others

It is important to remember that:

- o only a minimum amount of physical support must be used – that is the minimum amount needed to avert danger – and this should be applied for the shortest period of time
- o the risks of using physical intervention are judged to be lower than the risks of not doing so
- o any physical intervention should avoid contact that might be misinterpreted as sexual
- o physical intervention is an exceptional rather than routine method of management
- o the Headteacher and Governors expect all staff employed in the school to act as responsible adults and act to keep children safe whether they have already received PI training or not; the school will provide annual training in the use of PI from TEAM TEACH

5. Emotional regulation support plans and Individual Student Risk Assessments:

All who are members of the staff who have had training in TEAM TEACH can use the following intervention when managing dysregulation: stance, touch support, one-person escort and two-person escort. This training will be provided annually. Those staff who join in between training will be given support in these moves from trained staff, will be expected to respond as responsible adults (that is to intervene sensibly if someone is about to be hurt) until they are able to attend training. All staff updated on TEAM TEACH every two years to ensure certification, and they are updated in between by in house certificated TEAM TEACH trainers.

The school recognises the links between dysregulation and communication. Where a child uses dysregulation as their main form of communication we write an ERSP, involving the class team, home, SLT and a member of SMT. An individual Risk Assessment will also be written for this child. There is a written protocol for the writing of ERSPs, including the definition of the dysregulation, its function, triggers, context, conditions and needs. The methods to be used by the staff team to reduce risk are noted on the plan and regular reviews are held to check on progress.

Procedures after an incident:

Any incident of restrictive physical intervention must be logged in the Incident Log which is kept in the Head of School's Office. Parents/Carers are informed of the recorded incident on the same day. Pages in the log are numbered.

The incident must be described in handwriting, preferably on the same day as the incident but certainly within 24 hours. The log will show:

- the date and time of the incident
- what led up to the incident
- what strategies were used to avoid physical intervention
- the reason for using physical intervention
- a description of the physical intervention
- the duration of the physical intervention
- student/s involved
- staff involved
- how the incident was resolved
- any student injury
- any staff injury
- students' views
- any follow up
- when carers have been told and by whom
- signature of the Head, or in her absence of a member of the Senior Management Team

The log will be reviewed on a regular basis by the Head and a representative of the Local Authority. Where possible there will be supervisor meetings with other specialist settings using Team-Teach to review, reflect and improve practice.

When staff have been hurt, they will receive the treatment necessary for their injury, e.g. going home, going to their doctor or going to the hospital. When staff have been hurt and are able to stay at work, they will have the opportunity for any of the following:

- their class team takes over so they can have a short break to spend time on their own, go to the staff room to have a hot drink, etc
- there is support from SMT so that staff feel they can talk about the incident without any judgement, and confidentially
- there will be a follow-up review of any Behaviour Plans or Risk Assessments that are in place to see if they are adequate
- they can be honest about the extent of their injuries, and not feel that anyone thinks that it was their fault that they were hurt.

6. Dealing with any incidents of bullying

Intentional bullying would be very rare at a school like this one. However, if ever there are any incidents of intentional bullying they would immediately be dealt with by staff. What is more likely is that the challenging behaviours of some pupils would be frightening or threatening to other children. We deal with these incidents through our Risk Assessments, and through staff knowing all children well, and being able to keep pupils who are nervous of others away from any pupil who is lashing out. All incidents are logged, and the logs analysed, so that any repetitive pattern can be picked up. Whilst we do encourage our children's special interests, if that special interest is a fixation on another child we discourage it. We involve parents/carers in any such incidents, being careful to let them know that we understand that many of

these behaviours are linked to children with autism mis-understanding what is going on around them and becoming highly stressed.