



Overley Hall
School

Behaviour Support Policy

POL024

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1 Rationale

- 1.1 The children and young people at Overley Hall have severe and complex needs and many present with high levels of anxiety as a result of their difficulties associated with various conditions such as autism, attachment and learning disabilities. This could include frustration around communication difficulties, confusion associated to rigidity of thinking within an ever changing society and / or anxiety whilst struggling to appropriately function on a day to day basis such as comprehending with verbal and nonverbal language. It is also common for there to be sensory processing difficulties causing further anxiety where children and young people struggle with different aspects of regulation. It is therefore understandable why a large proportion of individuals at Overley Hall struggle with anxiety or behave in ways that are challenging. However, it is our belief that challenging behaviour is heavily linked with communication as well as an expression of feelings. We also believe that behaviour is often an expression of sensory distress or an attempt by the person to communicate an unmet need.
- 1.2 The children and young people are at the heart of everything we do. They are respected and treated with dignity at all times.
- 1.3 The development of positive behaviour is our focus for all children and young people and is supported by parents, guardians and associated professionals. Staff work within the legal framework and understand their duty of care.
- 1.4 Relationship development is seen as an integral part of supporting each child to help them accept support, enjoy experiences and positively participate in 'Overley' life to help them achieve their true potential.
- 1.5 The behaviour policy is set within the context of Overley Hall's mission statement, aims, values, SEND policy and personal, health and social development policy.
- 1.6 Overley Hall is an establishment that nurtures and values the children and young people.

2 We aim to

- 2.1 Promote high expectations of behaviour
- 2.2 Create an ethos which fosters mutual respect between pupils and between staff and pupils
- 2.3 Ensure all children, young people and staff feel respected and valued
- 2.4 Recognise triggers of behaviour linked to anxiety through assessment
- 2.5 Proactively work towards reducing anxiety and challenging behaviour through therapeutic and nurturing approaches.
- 2.6 Help children and young people to recognise their behaviours and their impact if possible
- 2.7 Support children and young people to self-regulate their own behaviour

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- 2.8 Ensure a total unconditional acceptance of all children and young people with their individual presentations whilst offering empathic support and a non-confrontation approach.
- 2.9 Work collaboratively with family, therapists, relevant key workers and external professionals through a solution focussed and planned approach.
- 2.10 Support through positive strategies and plans
- 2.11 Provide a caring and friendly environment
- 2.12 Offer a clear policy which is consistently applied
- 2.12 Educate children and young people to express positive behaviour

3 Behaviour will be positively managed by:

- 3.1 Ensuring positive activities are tailored to the needs and interests of the children and young people
- 3.2 Effectively planning activities in care and school which enable life skills through interest and aspirations
- 3.3 Delivering activities with a flexible, adaptable and responsive approach to reduce anxiety levels
- 3.4 Using strategies that are suited to each individual with attention to personal preferences, therapeutic needs, specialist advice, specific learning styles and the voice of the child
- 3.5 Ensuring consistent approaches and routines
- 3.6 Working towards rewarding activities with emphasis also being placed around reward and celebration
- 3.7 Communicating in ways the children and young people can best understand which may be verbally, through gestures or Makaton, using pictures, graphics or symbols and a range of Alternative and Augmentative Communication (AAC) devices
- 3.8 Setting targets and being driven forward by the recommended strategies provided through specialist staff such as the Clinical Psychologist, Occupational Therapist or Speech and Language Therapist
- 3.9 Effectively assessing and understanding personal needs so proactive steps can be made
- 3.10 Staff modelling positive attitudes on a day to day basis but also peers where possible
- 3.11 Using good quality resources and facilities including high staff ratio levels
- 3.12 Effectively communicating with parents, guardians and relevant professionals

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- 3.13 Providing effective, quality training programmes for staff that are aimed to improve knowledge and understanding of challenging behaviour, autism, relevant conditions and ensuring a shared vision of aims and values
- 3.14 Using a total communication approach and environment
- 3.15 Collaboratively working together through effective team work and regular cross team or multidisciplinary meetings (Education, Care, Management, Therapists, etc.) around progress or concerns
- 3.15.1 Ensuring all children and young people have a voice and view - (Talking Mats), Council meetings, debriefs following unsettled events, Zones of Regulation, reflection periods, questionnaires and advocates
- 3.16 Having an open door policy for support and advice
- 3.17 Helping children and young people wherever possible to learn from their behaviours through activities such as debriefs, carrying out comic strip conversations or writing and looking at social stories
- 3.18 Enabling understanding of a complicated society by reducing anxiety levels through continuous repetition of productive activities involving key life skills and enabling familiar structures where problem solving and independence skills can be developed.

4 Examples of strategies for managing behaviour positively include:

- 4.1 Working flexibly and allowing the children and young people time or space to process, regulate or prepare. This may also include encouraging a change of activity where, for example, a proprioception intervention may be required to aid regulation such physical exercise, a walk or hydro therapy
- 4.1 Living and learning spaces being tailored to meet the needs of the children and young people such as using small groups, low arousal levels and compatible cognitive abilities
- 4.2 Positive activities and rewards celebrated through care and school through use of displays, celebrations or in-person acknowledgement
- 4.3 Weekly award meetings, where parents are invited to attend
- 4.4 Giving lots of praise and encouragement; verbally and non-verbally presented
- 4.5 Making reward choices
- 4.6 Praising positive behaviour and using planned minimal/non response to negative behaviours
- 4.7 Antiseptic bouncing; where a child could be sent to do a job or something which causes distraction and enables regulation. This bounce-back technique

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is great for managing low-level anxiety and is most effective when used in partnership with a colleague.

- 4.8 Using a 'change of face'
- 4.9 Giving the children and young people time to process and slowing the pace right down
- 4.10 Other distraction strategies such as encouraging a preferred activity
- 4.11 Increasing the routine and consistency
- 4.12 Debrief packs and strategies catered for each individual such as supporting the children and young people around reflection, understand where things went wrong, how it made others feel and how could we do things better in the future

5 Resources and places on offer to embrace positive behaviour

- 5.1 Four sensory rooms: sensory lodge with two separate rooms, multi-sensory soft play room and a low stimulus sensory room which is designed with soft play padding in a neutral colour. All areas provide an area for relaxation, playful interaction and intensive interaction.
- 5.2 Hydro therapy pool
- 5.3 Sensory garden
- 5.4 Walled garden
- 5.5 Forest school is set in 12 acres of land which includes two woodland areas, a pond, bird watching hut and an earth oven hut
- 5.6 Horticultural area
- 5.7 Outdoor area with adventure playground
- 5.8 Sports hall
- 5.9 Cinema
- 5.10 Family rooms, living areas or classrooms that have access to outside areas that again offer a selection of different opportunities
- 5.11 Outside areas are supervised at all times whilst in use
- 5.12 Family rooms or classrooms may be adapted or changed in order to suit the needs of all individuals.
- 5.13 One page profiles, Positive Support Plans (PSP) and Communication Passports to raise staff awareness to strategies which will promote positive behaviours

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6 Tools to identify, analyse, reflect and promote the reduction of behaviour

- 6.1 Behaviour Watch, as part of School Pod, is an internet based application that is used for recording 'Significant Events', 'Incidents' with or without restrictive physical intervention and 'Positive Events'. The recorded events or incidents are monitored on a day to day basis so support and further training can be provided and accurate record keeping maintained.
- 6.2 Detailed analysis of incidents which occur will include those without physical intervention and those requiring restrictive physical intervention. This analysis will be included as part of annual review documentation and discussed in 'Meetings around the children and young people' (MAC meetings) as part of an on-going process
- 6.3 Target setting to reduce numbers of incidents by increasing training and targeting training need with involvement of all relevant professionals (multiagency)
- 6.4 Anxiety charts (functional analysis) which are used to identify triggers and patterns of behaviour across the waking day curriculum and linked to STAR (setting, trigger, action, response) to provide more data
- 6.5 A Positive Support Plan (PSP) which falls within DFES guidelines and reviewed every six months. Any new children or young people at Overley Hall would have a 3 monthly review for the first year, and some children or young people who are displaying regular challenging behaviour or challenging behaviour that has increased, will have their plans reviewed more frequently. If there is a change in behaviour, then an immediate review of the strategies and support plan will take place.
- 6.4 Thinking proactively and ensuring detailed transition plans are in place in order to eliminate as many barriers to success as possible. This includes transitions to Overley Hall, transitions within or throughout the establishment and when the children and young people leave
- 6.8 Use external agencies for additional support when specialist knowledge and skills are required such as the Challenging behaviour Team (0 to 25 Emotional and Wellbeing Service and CHC challenging behaviour team for vulnerable adults)
- 6.9 Consider the reasons for behaviour and act on them – a room change may be needed, a change of group, increased levels of support, a Positive Support Plan may need to be revised and updated
- 6.10 Additional training may be needed to support staff to be able to best meet the needs of children and young people
- 6.11 Regular supervisions, performance management of staff or observations to ensure positive behaviour support is as effective as possible
- 6.12 Close working between management teams to ensure shared vision and effective communication to promote consistency of approach

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- 6.13 Self-regulation, personal development and life skills will also be tracked and targeted through SMART short term targets in relation to the EHCP outcomes.

7 Work around transitions

- 7.1 Overley Hall recognises that transitions, both micro and macro can raise anxiety for children and young people. Changes are very difficult for our children and young people to cope with. Great emphasis is placed on transition here at Overley Hall. When a young person comes to Overley Hall, a plan will be drawn up to introduce the child to the school and home in a staged and gentle way. The needs of the children, young people and parents are taken into consideration to make the transition as positive as possible. When a child or young person leaves Overley Hall, careful planning around the transition takes place to ensure a comfortable process for the individual. This includes therapists helping to identify and rectify possible difficulties. Meetings take place to create plans and monitor their progress.
- 7.2 Although we need to introduce children and young people to change through careful planning as and when they are able to cope, the scaffolding for successful transitioning must be thought through in advance of the scheduled change.

8 Challenging Behaviour

- 8.1 *'Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities'*
(Emerson)
- 8.2 All children and young people have a Behaviour Management Plan or Positive Support Plan (PSP). This is regularly updated by staff from education and care. Parents and social workers are involved in the creation and updating. Regular meetings take place where progress is discussed and evaluated through various types of meetings including the annual review, PEP, Progress meetings.

9 Sanctions or consequences

- 9.1 Overley Hall aims to develop rules to help foster and maintain desirable social behaviours which create a positive learning environment. Rules make expectations clear to all and ensure that rights are respected. Rules need to be taught and the consequences for either following or breaking the rules must be understood so as to not damage relationships.
- 9.2 It is important to acknowledge when the children and young people are behaving appropriately and respectfully. The use of reward is an essential component of the Overley Hall discipline policy. Rewards should be

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- appropriate for the age and developmental level of the child and be consistently and fairly applied.
- 9.3 Overley Hall believes that strategies and practices to recognise and reinforce the child's achievement and positive behaviour are **more** effective than negative comments, sanctions or indeed, punishments. Logical or natural consequences should relate directly to a specific behaviour. They are learning experiences and are not moral judgements but are effective in the short and long term.
- 9.4 Overley Hall does not believe in the use of '**punishment**'. While it could be effective in the short term, **punishment** generally requires maintenance which is **potentially damaging** to relationships and children's or young people's engagement, well-being, mental health and esteem in the long term and as a result **we do not punish young people or children at any time**.
- 9.5 We believe that celebrating and rewarding positive behaviour is more likely to promote good behaviour. We believe children and young people should 'earn' through positive behaviour as opposed to having things taken away for displaying negative behaviour. It is our belief that behaviour is part of an expression of their communication and feelings; therefore we must think what is it they are trying to express and act on this.
- 9.6 Those children and young people who are cognitively able to reflect and understand the impact of their behaviours should be given support through 'comic strip conversations' (CSC) or social stories to learn from their mistakes. Staff may wait until the child is calm before commencing the CSC.
- 9.7 Logical consequences may take place for children and young people who are able to understand and learn from them. Examples include:
- Verbal reminders or prompts given through the use of sign, symbol or social story
 - Children or young people may be asked to write a letter of apology
 - Children or young people being asked to put things right by offering to shake hands or apologise verbally or with signing
 - Redirecting task offered which the Children or young people can achieve and be successful to rebuild relationship/self-esteem/trust
- 9.8 Natural consequences are the inevitable result of a child's own actions and again require consideration around the ability to understand. A natural consequence could include refusing to put a coat on when it is raining. The natural result is that the child gets their jumper wet and the result of this is the consequence of the choice they made. Staff would then need to help the child make links through appropriate strategies, resources and visuals. Another example of a natural consequence could be, missing a swimming activity due to being so distressed. Staff would be unable to support the child out in the community and this again would need explaining to the child once appropriate

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to do so. Again, this would be through reassurance and empathy while the child makes sense of a possibly difficult concept.

10 Bullying

- 10.1 Bullying is rarely seen at Overley Hall due to the nature of the children or young people's needs here. The high level of support and the small nurturing environment and approach help support a supportive and caring ethos. Staff are vigilant and a Bullying log is available for reporting incidents which will directly inform senior staff (Please refer to counter bullying policy).

11 Supporting Challenging behaviour

- 11.1 At Overley Hall, we work with the aim that each individual pupil may reach his or her fullest potential. We believe that behavior, and attitude to both learning and living with others, have a major influence on pupil development and achievements and that every child is entitled to live and learn in an environment which is safe and secure, characterised by good order and friendship.
- 11.2 As staff members, we are committed to supporting our children and young people, which includes our duty to have lawful care and control over them. For the great majority of the time, this is achieved through a combination of such things as good staff/pupil relations, relevant and individualised curriculum, fair and appropriate rules and conduct systems and a range of opportunities to help develop further interests and widen opportunities (see Overley Hall Brochure).
- 11.3 In exceptional or extreme circumstances, the maintenance of the care for an individual may entail the use of support, comfort, reassurance and at times reasonable force to prevent injury to themselves or another person and serious damage to property. At Overley Hall reasonable force may also need to be considered in relation to significant disruption to learning where other's emotional needs may also be at risk causing further dangers for peers and staff
- 11.4 It must be emphasised that Overley Hall's approach to care and possible physical intervention is very much a positive one. Physical intervention with a pupil by staff should be seen in the context of a positive action of care and concern either as a last resort option when other lower level strategies have been exhausted or are not possible, or as part of a planned, documented and reviewed process. These plans have to be shared and agreed by parents, social worker, Placing Authority and all staff involved in the care and education. Staff intervention is a response to an individual child's recognised escalating cycle of serious behaviour.
- 11.5 In exceptional circumstances if the safety of children and young people are deemed at risk either physically, sexually or emotionally by another young person, senior management will consult and may then provide care or education for the young person away from those at risk. This may help to prevent further hurt or injury and give all concerned time for their anxieties to reduce. If the behaviours continue upon reintegration over a period of time,

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then Overley Hall will seek to call a meeting of concern with the placing authority(s) and parents. Overley Hall will endeavour to keep parents, social worker and placing authority informed of the situation. Behaviours will be closely monitored to try to identify whether there are any causal factors and intervene to reduce the need for further action. A multiagency approach should explore all avenues which may include seeking assessment, advice and support from the local authority 'challenging behaviour team', Psychological services, CAHMS or others.

- 11.6 Overley Hall has a non-exclusion policy however if a pupil's behaviour is felt to be putting others at serious risk, a decision may be taken by the Proprietor, Principal and Head of Care and after serious consultation, to serve notice as these behaviours may be indicative that Overley Hall are not fully meeting the young person's needs. Overley Hall will assist wherever to ensure a suitable placement is sought and that the transition is smooth and as seamless as possible.
- 11.7 Overley Hall will place emphasis on keeping its pupils **safe from harm** and expects local authorities to act promptly when such a decision has been made. Overley Hall has an open door policy and would welcome Education, Social Care and Health professionals to monitor/support such difficult circumstances. It is the responsibility of the placing authority to find a suitable placement what is better equipped to meet the needs of the pupil within the **9 week notice period** (See Exclusion Policy).
- 11.8 Overley Hall will do everything within its power not to exclude following the 9 week notice period. If a suitable placement has not been identified, however the placing authority will have been fully informed that Overley Hall has stated that it feels it cannot meet the needs of the young person. During this time Overley Hall will try to reduce any anxiety the pupil may have due to autism by paying particular attention to the:
- Environment – people, volume, lighting, familiarity, safety, access, stimulation, activity, seating, resource availability, predictability of those within the room
 - Social demand – brought about by language, communication, expectation
 - Changes
 - Transitions
 - Sensory needs and intolerances
 - Supporting the young person by staff who have very positive, trusting relationships with them
 - Overley Hall will seek advice from its Speech and Language Therapist and Occupational Therapist to ensure the needs of the young person are met as well as is possible in such difficult circumstances.
 - Behaviour and discipline in schools DFE February 2016
 - Equality Act 2010
 - Section 90 and 91 Education and Inspections Act 2006
 - The Children's Act (1989) and 2004
 - Guidance on permissible forms of control in children's residential care (DOH 1993)
 - Guidance on the Use of Restrictive Physical Interventions for Staff

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Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (DOH July 2002)

- Agreeing procedures for the use of physical force on pupils (Use of reasonable force (DFES July 2013))
- Human Rights Act
- Sec 93 of Education Act 2007

11.9 In relation to dealing with issues around physical intervention, Overley Hall has adopted the TEAM TEACH approach, which provides Positive handling strategies as part of a whole setting holistic approach to behaviour management.

11.10 TEAM TEACH methods take full account of legal requirements and departmental guidance and are widely used in many schools and residential homes throughout the U.K. This is also recognised within Telford and Wrekin.

11.11 At Overley Hall we are currently updating our Behaviour Management Plans to Positive Support Plans (PSP) where emphasis is about positively supporting children and young people to ensure the lowest possible anxiety levels. This involves highlighting strategies for when an individual is experiencing different levels of anxiety including post-incident support.

12 Positive handling

12.1 Overley Hall's aim is to establish a policy based upon sound principles for positive handling which will enable Overley Hall to:

- Fulfill its duty of care to children and young people
- Develop and sustain an ethos/culture and practice which protects the dignity and safety of children, young people and staff
- Create and maintain a safe and caring living and learning environment
- Promote a shared understanding that as a last resort, positive handling is an option that trained; authorised, monitored and evaluated individuals may have to take to maintain safety for all.

13 Positive handling Rationale

13.1 This policy recognises that children and young people's behaviour can almost always be managed using proactive and preventative approaches and that positive handling is only necessary after all other strategies have been used.

13.2 This policy recognises the need to make clear, unambiguous statement about the practice of positive handling of children and young people.

13.3 The policy describes the context and circumstances in which it may be appropriate to use positive handling.

14 Positive handling Principles

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14.1 Overley Hall provides for its children and young people as a home and as a school. Consequently, its practice will be in accordance with both law and guidance emanating from the Department of Health and the Department for Education and Skills.

14.2 Principles within the legislation: The use of reasonable minimum force to physically manage children and young people is permissible only in certain limited and defined situations.

14.3 Only staff authorised by their manager can use physical intervention to prevent a child or young person from:

- Injuring themselves or others
- Seriously damaging property
- Significantly disrupting learning (school only)

15 Application of the principles at Overley Hall:

15.1 It is Overley Hall's view that the use of reasonable force to physically manage children and young people should be used only:

- In exceptional circumstances where any other course of action would be likely to fail
- As a last resort where all other courses of action have failed.
- With the minimum degree of intrusion required to resolve the situation.

15.2 The use of reasonable minimum force to physically manage children and young people **must not** be as a general behaviour management technique, or with intent to:

- Punish
- Cause or threaten hurt
- Oppress, threaten, intimidate or bully.

15.3 Staff should not act in a way that might reasonably be expected to cause injury, for example:

- Holding a child around the neck or by the collar or in any other way that might restrict the child or young person's ability to breathe.
- Slapping, punching or kicking a child or young person.
- Twisting or forcing limbs against a joint.
- Tripping a child or young person.
- Holding or pulling a child or young person by the hair or ear.
- Holding a child or young person prone on the ground except when using Front Ground Recovery (Team Teach) which is used to ensure their safety when on the ground/floor.

15.4 It is each member of staff's responsibility to make an assessment of the particular circumstances. Staff will need to consider the following:

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- Whether they are able to diffuse or de-escalate a situation alone.
 - Ask the child to stop, remove the audience and then call for assistance.
 - Whether they are trained and/or authorised to make a physical intervention.
 - If positive handling is appropriate taking into account height and size.
 - The guidance they are aware of in the child's Behaviour Management Plan.
 - In an emergency if no such plan exists, the least restrictive hold that is appropriate for the situation.
 - A readiness to accept help from a trained colleague who can either support the physical intervention, or who can take it over.
- 15.5 Only authorised, trained staff should use TEAM TEACH techniques and all authorised persons will need to take the following factors into consideration (including any guidance that may be contained in a child's positive support plan)
- Any underlying condition affecting the child
 - The behaviour or known intentions of the child or young person
 - The child or young person's emotional state, and their own emotional state
 - The child or young person's gender, age and level of understanding
 - The child or young person's perception of the situation
 - The child or young person's personal, social or medical history
 - The influence of peer and other pressure
 - Any other events which may be causing the child or young person anxiety
 - Their knowledge of the child or young person, and any Behaviour Management Plan or Positive Support Plan (PSP) already in operation.
 - The current health of the child or the child or young person
 - The location and time of day
 - The availability of other staff and the risks inherent in any planned course of action
 - The antecedents to the situation
 - The likely consequences of intervention and non-intervention
- 15.6 In considering these factors, particular attention needs to be given to the age, understanding and emotional state of the child or young person. Overley Hall educates and cares for children and young people with complex needs and most have severe learning disabilities. Individual progress is often both slow and uncertain. Age and increasing maturity may help our children and young people become more involved in decision making, but do not guarantee good judgment or competency. The child or young person's emotional state and lack of awareness should be significant factors that staff considers, in relation to their carrying out physical intervention.
- 15.7 Staff should always adhere to the following guidance before engaging reasonable minimum force to physically manage children or young people:
- De-escalation and conflict resolution techniques must have been exhausted
 - The dignity of the child or young person must be protected

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- Staff employing reasonable minimum force should act in a calm and considered manner.
- Techniques employed should evidence a gradual and graded response commensurate with the situation, task and individual child or young person involved.
- Techniques employed should allow for an increase if the circumstances dictate this is necessary, but as quickly as possible should ensure a decrease in the degree of reasonable minimum force necessary.
- More than one member of staff should be involved, reducing the risk, encouraging teamwork, requiring less effort and minimising the possibility of damage and also preventing particular staff being associated with the employment of force.
- The least personally invasive methods of reasonable force should be employed.
- Where a member of staff is physically managing a child or young person of the opposite sex, a member of the same sex as the child or young person should always be present from the earliest moment.
- In every case, no more force should be used, or more time taken up than absolutely necessary to effectively resolve the situation.
- The child or young person should repeatedly be offered the opportunity to exercise his or her own self-control, and the use of force should cease as soon as possible.
- When using restrictive physical intervention, thought must be given to which intervention is to be most effective and although these interventions may not be time limited options for alternative less restrictive, de-escalation or re-direction techniques must be considered.

15.7 At the conclusion of each incident physical intervention:

- The child or young person should be offered the opportunity to communicate about the incident as soon as they are calm enough to manage (talk, sign, gesture etc.).
- Staff who are involved should be afforded supportive discussion with appropriate colleagues as soon as possible
- All incidents must be recorded comprehensively on an incident report form on Behaviour Watch which will be given a reference number. Any changes made will to the original recording will be also stored on Behaviour Watch which can be view in the commentary section. All necessary persons should be informed in accordance with Overley Hall protocols.
- Pupils and staff involved in a physical intervention should be checked for injury and where necessary, provided with First Aid/Medical attention. All necessary persons should be informed in accordance with Overley Hall Protocols.

16 Restriction of Liberty

- 16.1 Due to some children and young people at Overlay Hall having a limited sense of danger, mechanical interventions may be required to keep the child safe.

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- 16.2 *“Mechanical restraint is a form of restrictive intervention that refers to the use of a device to prevent, restrict or subdue movement of a person’s body, or part of the body, for the primary purpose of behavioural control.”*
(NHS Code of Practice 2015).
- 16.3 Mechanical restraint is the application and use of specialised materials or therapeutic aides designed to significantly restrict the free movement of an individual, with the intention of preventing injury; as a result of behaviour that poses significant and proportionate risk to the individual or others of serious long term harm or immediate injury
- 16.3 Mechanical interventions that may be considered at Overley Hall include harnesses for the vehicles (where risk of harm is apparent whilst being in a vehicle that is moving), wrist straps and body harnesses (where risk of harm is evident whilst transitioning through more hazardous areas) and padded helmets (where the risk of falls from epilepsy is apparent or injuries through severe self-injurious behaviour).
- 16.4 If or where a mechanical intervention is required, parental consent will be sought and social services will be notified; If 16 to 19 years of age, social services will be informed to seek a DOLs application. Risk assessments will be carried out and strategies will be put in place to reduce such needs.

17 Entitlement to Privacy

- 17.1 Consideration should be given to the privacy needs of children and young people at Overley Hall. As the children and young people develop greater degrees of maturity, responsibility and safer behaviour, they may be assessed as to whether the internal fitting of a semi-secure locking device on their bedroom door is appropriate. This would necessitate consultation with all those with a parental interest in the young person, a specific risk assessment carried out by Overley Hall staff including the Head of Care, Principal and in discussion with the young person.

18 Statement on the Management of Team Teach at Overley Hall

- 18.1 Purpose of this document:
- To establish a whole service approach in managing children and young people with challenging behaviour that may require a physical intervention.
 - To implement the Team-Teach philosophy and approach at Overley Hall.
 - To promote understanding of appropriate physical intervention in a caring environment using Team-Teach methods.
 - To provide guidelines that ensures the safest management of our children and young people when they are in a crisis.
 - To enable staff team to be consistent in the care and management of children and young people with challenging behaviour that may require physical intervention.

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- To ensure quality of care, this policy will be regularly reviewed and updated as appropriate within Team Teach guidelines.

18.2 All the children and young people in our care are individual and unique so the care we provide must be tailored to suit each child's individual needs.

19 Guidance around physical interventions

19.1 The law explains circumstances when it may be appropriate to use physical intervention to support a child in crisis. First however, lower level responses (diffusion/de-escalation) must be considered and employed to help calm a situation and only if these are failing in their intention, can approved physical intervention (safe holding) be used for the *shortest possible time*, as a *last resort*.

19.2 Every child at Overley Hall has their own Key Worker and individual Care and Education plans. For those children and young people for whom it has been assessed to be necessary, there will be a section called a positive handling strategy. This lists the kinds of situations which may cause a child to lose control, suggests ways in which staff may be able to calm the child and diffuse a situation, names specific Team Teach hold(s) appropriate for that child and gives details of how to manage post incidents. For those children and young people assessed as not requiring physical intervention, this will be stated clearly in the individual care plan.

19.3 New children and young people will be assessed over a twelve-week period to see if any form of physical intervention is required. (This assessment will take into account any pre-information and records that may accompany the child's original referral and placement) Should Team Teach holds be considered appropriate, and then the Head of Care needs to be consulted who can verify the use of such holds and have input into the positive handling strategy which results.

19.4 At the end of the twelve weeks, an integration meeting will take place to discuss all aspects of the assessment period including decisions and opinions about the appropriateness of safe holds for that individual child.

19.5 In emergency situations, it may be necessary (following exhaustive efforts to calm a child in other ways) to hold a child for whom no *positive handling strategy* already exists. This could be in case for a child just starting at Overley Hall whom there has been little or inaccurate pre-information, or a child well known who behaves uncharacteristically in perhaps the face of exceptional provocation. A response in an emergency situation would trigger the setting up of a *positive handling strategy* and the procedure and protocols would be the same as those described above.

19.6 *Positive handling strategies* will be filed as part of a child's and young persons individual care plan and IEP's and are freely available for staff consultation as requested.

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- 19.7 Where an incident has necessitated the use of a Team-Teach holds, it should be recorded in the individual incident book, either individually by members of staff who were involved or by a witness.
- 19.8 Monitoring of physical intervention via analysis of Incident reports will be carried out by the Assistant Head of School and Head of Care of Overley Hall.
- 19.9 In all physical interventions, staff must remember the Principles of safe response.
- 19.10 Call and/or send for assistance. Always try to work with a colleague (and if you feel confident and competent, and as a last resort), re-state expectations, risk assess and warn before holding.
- 19.12 Hold safely using the lowest level hold that is appropriate (graded and gradual) beginning with asking the child/young person to stop, removing the audience and calling for assistance.

20 Staff response in relation to physical interventions

- 20.1 Staff have a responsibility to work within Overley Hall's expectations. Team Teach techniques seek to avoid injury to the client, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.
- 20.2 Staff are required to attend Team-Teach behaviour support and safe physical intervention training (A minimum of 12 hours initially, followed by 6-hour refresher training every 2 years – but we re-train annually for best practice).
- 20.3 Staff must ensure that they provide care and support in a professional, calm and positive manner, using Team-Teach approach and methods.
- 20.4 Staff should be aware of any behaviour management plans or Positive Support Plans (PSP) that are part of a child's or young person's care plan.
- 20.5 Staff must ensure that 'holds/physical intervention' are used as a last resort for the shortest possible time in accordance with both the law and Team-Teach practice.
- 20.6 For the safety of children, young people and staff, all incidents involving physical intervention must be recorded. Recording will also enable Care Plans and IEP's to be better informed, and allow monitoring to take place which can indicate important patterns and trends.
- 20.7 When a serious incident occurs, staff are to summon assistance as soon as possible. If a child or young person is being held for more than 10 minutes, a senior member of staff must be called.

21 Training – Recording/Monitoring

Behaviour Support Policy

- 21.1 The SMT will ensure that Team-Teach training records are accurately completed and stored.
- 21.2 Vigorous analysis of Restrictive Physical Intervention is undertaken for each child on a monthly basis which leads to annual data from which targets will be set and training planning will be informed
- 21.3 All training sessions will be evaluated by the staff who attend them, using the standard Team-Teach evaluation document. In addition, an internal evaluation is submitted to the training manager, on completion of training.
- 21.4 Training records and evaluation summaries will be sent to George Mathews, at Team-Teach Limited to promote quality control of training.
- 21.5 Copies of all Team-Teach related documents and correspondence will be filed for reference and kept in the main office of Overley Hall.

22 Complaints Procedure

- 22.1 All children, young people, parents, social agencies and placing authorities are made aware of the Overley Hall complaints procedure. The use of Team-Teach approach is set out in the prospectus. We welcome questions and comments about the work we do to support our children and young people, and are always eager to answer enquiries and give reassurance.