



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

**CARE AND CONTROL POLICY
TO SUPPORT POSITIVE BEHAVIOUR**

Date reviewed: October 2017
Next Review: October 2018

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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VISION STATEMENT

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

1 INTRODUCTION AND RATIONALE

Description of our school and pupils

Baskerville School is a secondary special school which specialises in providing for the needs and education of students with Autism aged 11-19 years. The school has provision for some students to be resident during term time.

Autism is a complex disability which is often referred to as a 'triad of impairments', these being the impairment of social interactions, communication, and cognitive thinking.

The degree of the impact this has on youngsters' lives differs considerably. Some youngsters have considerable difficulty understanding their lives and communicating, whilst others are near to or above average intelligence. Often, through frustration or lack of understanding of a situation, our students may become distressed and need a consistent approach to care for them and to manage any self-injurious or complex behaviours.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Behaviour Policy and the Policy for the Use of Withdrawal, Time Out and Seclusion.

The Purpose of a 'Care and Control Policy'

Due to the nature of the behaviour of some of our students who may put themselves or others at risk, it is necessary that we have an agreed approach to managing behaviour which may, as a last resort, include a restrictive physical intervention.

The purpose of a Behaviour Management Strategy (BMS) is for the student ultimately to be able to manage their own behaviours and live independently within their community. Students are supported by routines and boundaries which are clearly defined. This provides a structure to daily life and a foundation for establishing the principles for living with other people. Consideration of issues of control are guided by thinking about both the individual and the collective needs of young people, rather than a rigid adherence to a set of rules or a dependence on the use of punitive measures to influence their behaviour. Staff are asked to describe to the student how they would like them to behave rather than telling them that their behaviour is wrong.

Any restrictive physical intervention should only be used:

- To prevent a student from harming himself/herself
- To prevent a student from harming others
- To prevent a student causing significant damage to property
- To prevent a student from engaging in a criminal act
- When a student engages in behaviour prejudicial to maintaining good order at the school or among any of the students, whether that behaviour occurs in the classroom during a teaching session or elsewhere within the 24-hour curriculum provision.

Introduction

As a school we endorse the positive handling strategies of Team Teach. Team Teach physical techniques provide staff with a means of supporting students in a holistic and therapeutic way that promotes safe handling and minimises the risk of injury. Team Teach does not include techniques that exert pressure to joints or would intentionally elicit pain or discomfort. However, where there is physical contact there will always be the risk of injury and/or discomfort to those involved. When this occurs it should not necessarily be regarded as evidence of malpractice. Where there is evidence or suspicion of malpractice, staff should refer to the school's Safeguarding & Child Protection Policies and LA procedures.

The Team Teach approach promotes many other strategies for managing challenging behaviour with any restrictive physical intervention being 'a last resort'. Although we recommend that only staff trained in Team Teach engage in any physical interventions with students, we acknowledge that this may not always be possible and support those staff that may not at the time be trained but

find themselves in situations where they have a 'duty of care' and intervention is absolutely necessary to prevent injury to a student, themselves or others.

2 PRINCIPLES GOVERNING THE MANAGEMENT OF CHALLENGING BEHAVIOUR OF STUDENTS WITH AUTISM.

All staff are required to follow principles which are in line with Team Teach.

- It is essential that staff, when managing difficult situations, remain objective and calm. Our students do not always understand or respond to the emotions of others.
- Staff should give clear positive statements as to what they want the student to do to resolve the crisis. Autistic students do not always understand negative comments e.g. it is better to ask a student to "walk" rather than to say "don't run."
- It is important to listen and respond quietly. One person should take the lead during positive handling. Too much information (sensory input) can be confusing for the student.
- Staff should keep their position flexible for as long as possible. Although our students can often be rigid in their thinking, staff may need to remain flexible in order to find a solution. It is important to remember that the student is normally not being 'naughty' but that they are autistic and, as such, it is our responsibility to find a resolution where they might not be able to.
- Always maintain positive attitudes that are constructive.
- Always clarify options and consequences rather than impose directive or unachievable threats or sanctions.
- Offer "diversionary" displacement activities.
- Give the student sufficient time to respond to your requests.

3 AIMS OF THE CARE AND CONTROL POLICY AND STRATEGIES

This policy gives guidance to staff regarding the philosophy at Baskerville School within which we aim to provide a positive approach and experience for all students through which they can learn to manage their own behaviour. However, we acknowledge that on some occasions our students, often through lack of social understanding and their specific Autistic traits, need support to manage their behaviour. We equip staff and students with the knowledge and training they need in order that this management of behaviour is:

- Positive
- Takes into account the students' specific and individual needs
- Safe for all concerned and is as least intrusive as possible and with 'minimum force for the shortest amount of time' as outlined in DfE and BILD guidance.

4 OBJECTIVES OF CARE AND CONTROL STRATEGIES

- To promote mutual respect between students and staff in our school and in the community.
- To promote the development of appropriate behaviours thereby allowing our students to live successfully within their community.
- To develop an understanding of why and how behaviour might escalate and therefore how it might be de-escalated.
- To establish a framework and pattern of responses to behaviour that is consistently applied by staff and predicted and understood by students.

Proactive strategies involve:

a) Physical Factors

Staff should consider whether pupils may be sensitive to environmental factors, including:

- Setting
- Light
- Noise
- Over-crowding

There should be two way changes i.e. minimising whatever upsets the individual student and then gradually re-introducing it over a period of time.

b) Communicating

Staff should recognise that they may need to change their way of communicating in order to facilitate the communication of the student. This may involve:

- Using economical language which is easy to understand
- Using a student's name first in order to gain their attention
- Using positive and specific statements wherever possible e.g. "good walking", "good sitting".

- Using a calm but firm tone of voice rather than shouting
- Allowing time for students to assimilate information and formulate a response.

c) TEACCH

TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) is a strategy developed to support the understanding of people with autism by structuring their environment. It is a system for organising the classroom or living space by arranging the environment, providing visual materials and schedules to help students to understand what is expected of them and how to function effectively. It focuses on the students' preference for routine and their visual strengths.

d) Contingency/Negotiation

Our aim should be to reach a point where we can negotiate with a student. This is most likely to be successful when a reasonable understanding of language and the sequence of events has been developed (eg. that things happen in a particular order). You will need to be especially aware of your language (this sort of exchange soon becomes quite complicated!). For most students the reward or privilege gained should be fairly immediate, for example:

If you do (this) then you can ... (go on the computer).

If possible it is always best to use a positive bargain.

e) Summary of Proactive Strategies

- Check the student's environment eg. for light, noise, crowds.
- Focus on your own behaviour –
 - Use active listening
 - Use a calm, firm tone of voice when necessary, rather than shouting
 - Be observant and learn to recognise individual and early signs of what might develop into challenging behaviour
 - Avoid known triggers of challenging behaviour
 - Use distraction or offer alternative activities
 - Use communication at the right level for individual students
 - Reinforce positive aspects of behaviour eg. 'good walking'
 - Provide non verbal communication to support comprehension e.g. photographs, symbols
 - Offer choice wherever possible

- Provide opportunities for relaxation and activities which each student enjoys.

f) Before using a Restrictive Physical Intervention (RPI) consider these ten points:

Communication Have you tried all opportunities and strategies to aid communication between you and the student?

Choice Have you offered a different approach or another activity and encouraged the student to choose?

Environment Have you offered a change of location? Have you adapted the environment to help the student? Is it too hot? Too noisy?

Physical Needs Have you considered hunger, thirst, pain, heat, cold, tiredness, need for the toilet?

Interaction Have you offered a change of staff, responded to the need for attention, space etc?

Therapeutic Alternatives Have you offered music, play, art?

Relaxation Have you tried deep breathing, slow breathing, colour breathing techniques with the student?

Calming Techniques Have you used verbal and non-verbal techniques such as reflection, empathy, reassurance, redirection, rewards?

Listening Techniques Have you listened, read the signs, picked up cues and given prompts rather than hurrying to give advice?

Sensitivity Have you helped to restore the student's confidence by being sensitive and by not being confrontational, and have you offered a constructive functional activity?

Staff responsibilities

Staff have a responsibility to:

- Complete and review Behaviour Management Strategies for all students. The BMS has an important role in school life and the effective management of our students. It sets out the strategy to deal with known situations/behaviours and should be reviewed termly, when behaviours change or the effectiveness of the BMS lessens.
- Report and log all incidents on schools electronic incident database
- Act within the guidelines of Team Teach training and approved techniques wherever possible.
- Attend regular training sessions.
- Respond to all incidents with a gradual and graded response ensuring, wherever possible, that two members of staff deal with any incident.
- Carry out their own dynamic risk assessment according to the particular situation.
- Report incidents in the agreed format to parents/carers.
- Check for and inform senior staff of any injuries to staff or student.
- Act in line with current mini bus guidelines for safety.

The aim of any physical intervention must be to keep the situation safe whilst encouraging the student to take responsibility for their own behaviour. Thus any physical intervention must be kept to a minimum with the aim of 'letting go' of the student as soon as possible.

When completing an incident report staff should include the de-brief section which gives all parties the opportunity to repair and reflect upon the incident and agree future strategies.

Students' responsibilities

We know that our students learn from patterns and, as such, Team Teach offers students who may require any physical intervention a pattern of graded and gradual responses which they can use to regain control of their behaviour at any point.

Students are encouraged wherever possible to manage their own behaviour with the support of various and familiar cues and by engaging in a debriefing interview after any incident, which gives them:

- Time and space for reflection
- The opportunity to explore the reasons for their actions
- An opportunity to suggest ways of avoiding this behaviour in the future.
- Opportunity to agree handling strategies for the future
- A time during which any grievances can be heard

- An appropriate time in which to agree and set any sanctions eg. must finish work.

Monitoring, Recording and Evaluating

The named person for the monitoring of behaviour is the Assistant Head Teacher (Pastoral) supported by the Head of Care who will meet on a regular basis.

Incidents will be monitored weekly and all incident reports reporting any restrictive physical intervention are signed by the Assistant Head Teacher (Pastoral). Half termly and termly reports will be provided by the Assistant Head Teacher (Pastoral) to show trends etc. This is reviewed at SLT meetings and at governors meetings.

The school's Team Teach tutors are responsible for monitoring and evaluating practice in day-to-day situations and will use this monitoring as the basis for future training. Should poor practice be observed they will report this to the Head Teacher and directly to the person involved.

The tutors will ensure both initial and advanced modules are planned and delivered to those staff that need them.

The Assistant Head Teacher (Pastoral) is responsible for ensuring that any incidents where ground floor recovery has been used are reported directly to Team Teach on a half-termly basis.

Equal Opportunities

The school is committed to working towards equal opportunities for all regardless of their race, gender, disability or social background. When engaged in any physical intervention it is essential to ensure that any restriction of movement is carried out in a dignified manner, whilst keeping all safe, that this restriction of movement uses the minimum amount of force, is for the minimum time possible and that appropriate forms of communication are quickly sought and implemented. When the physical intervention involves a female student, a female member of staff should, wherever possible, be present and staff should be aware of issues around clothing.

5. SUPPORT FOR STUDENTS AND STAFF

Following an incident, there can be a number of effects on the staff/student relationship.

- The relationship may be damaged
- The relationship remains the same
- The relationship may be improved

a) Students

To attempt to achieve the latter, students may need help to recover, rebuild and restore the positive working relationship. This can be achieved by staff completing a debrief with the student concerned following the interview structure on the last page of the serious incident form.

The aim of this debrief is not to gain a forensic truth of events, but to decide upon an account that both parties can agree to and to negotiate a way forward that will make things better in the future.

It is good practice to do this some time after the event but within 24 hours rather than immediately afterwards.

b) Staff

After a crisis, staff may need support as well as the student. This can be as simple as needing time to physically recover (e.g. have a drink, wash etc), but may also require time to be reassured and perhaps to be offered guidance.

Senior Leaders should aim to offer staff the opportunity to talk about incidents in a non-blaming manner, to explore how those involved felt before, during and after the incident and to examine how techniques and strategies could be improved for next time.

It is the responsibility of the Senior Leadership Team, through the Team Teach tutors, to ensure all staff receive the appropriate level of training for the role they are employed to do. All staff will receive the minimum of a two day Team Teach course within the first six months of their appointment, although in practice this is often done within three months. Regular refresher sessions are also organised throughout the year to offer more guidance to staff with particular difficulties. Behaviour management issues in relation to students with ASD are also part of all staff's induction programme.

6. COMMUNICATION WITH PARENTS

It is vital that the school at all times keeps parents and carers informed of this policy and the way it is implemented with the students.

All students have a Behaviour Management Strategy (BMS) which details their behaviour targets, suggested rewards and sanctions and preferred styles of handling. This would include identifying particular Team Teach techniques that may or may not be effective with each student.

The BMS is subject to review at least every term and will be shared with parents and carers at the respective parents' evenings. Parents are invited to discuss the behavioural strategies with staff at these occasions and are asked to sign the BMS to indicate their consent to its contents.

Parents are also kept informed of behaviour management issues and policy firstly at the admission stage for their child and subsequently at parents' meetings which are held regularly throughout the academic year.