

Foreland Fields School

Positive Behaviour Policy

Addendum in Response to Covid-19

May 2020



Agreement from Chair of Governors:

Signed (Chair of Governors):

Date: 2/6/20

This addendum should be read in conjunction with Foreland Field School's Positive Behaviour Policy.

The arrangements set out in this policy are to remain in place during the COVID-19 pandemic and staff will be notified when there are any changes.

Related Guidance Documents:

- Safe Working in Education, Childcare and Children's Social Care Settings, including the use of Personal Protected Equipment (DfE, 14th May 2020).
- Foreland Fields School Child Protection Policy Addendum in response to Covid-19 (April 2020).
- Foreland Fields School Positive Behaviour Policy
- Foreland Fields School Covid-19 Risk Assessment – School Operating Procedures

Introduction

On 20th March 2020, parents were asked to keep their children at home, wherever possible, as part of the response to coronavirus (COVID-19). Schools and childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

As the Government imposed lockdown eases, and as long as it is safe to do so, Foreland Fields School is planning to increase numbers at the school whilst maintaining social distancing principles in order to prevent the spread of the virus and protect our pupils and staff.

The overall aims and principles detailed within the school's Positive Behaviour Policy remains the same.

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PROACT-SCIP®UK

The approach to addressing behaviour using PROACT-SCIPr-UK® principles remains the same. This approach, which promotes a proactive approach acknowledges that additional support may be required in order to keep pupils and adults safe.

At this time, where social distancing is imperative in order to reduce the risk of spreading Covid-19, there is greater importance that staff attempt to deal with behaviour using a proactive approach in order to greatly reduce the need to adopt physical interventions.

Proactive strategies

Setting clear and consistent behavioural boundaries is promoted as good practice within Foreland Fields School. Positive and wanted behaviour will be rewarded. We seek to avoid reinforcing unwanted behaviour and there may be occasions where it is appropriate to ignore behaviour rather than draw attention to it. However, the behaviour and the person must be separated and staff need to be clear in their use of language and approach to show that the behaviour is disapproved of whilst the pupil is still valued. It is important to realise that behaviour we may be tempted to label as inappropriate or naughty, may be expressions of an underlying need, and is also a means of communication for many of our pupils. Staff are therefore expected to show positive regard for pupils at all times.

Risk Assessment (BEH 05 – Pupil Risk Assessment)

If Physical Interventions cannot be avoided, a Risk Assessment may be necessary. This will be written in line with the latest Government and Public Health England guidance.

Staff are committed to identifying 'de-escalators' and using 'calming techniques' to lessen the likelihood of behaviour deteriorating. This strategy is more important in the current climate in order to reduce the likelihood of staff having to intervene physically. Parents are consulted and their written consent will be sought when a Risk Assessment has been written. The class teacher and Headteacher must also sign to ensure agreement of the strategies.

Behaviour Recording Sheet (BEH 01) – Including Physical Intervention

Behaviour recording sheets will continue to be completed by staff when a pupil displays behaviour which requires intervention.

On reviewing the Risk Assessment and any Behaviour Recording Sheets a decision may be made, based on the associated risk, that enhanced use of PPE and cleaning, 1:1 provision, reduced attendance or off-site provision (home learning) is seen as an appropriate alternative to full time school attendance for that pupil.

Physical Intervention

Should a pupil demonstrate behaviour which falls into one of these legally stated categories, physical interventions may be used as an emergency response to cease or to prevent the following:

- Self-injury
- Injury to others

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- Severe destruction of property
- Committing an offence

Physical interventions may only be used by members of staff who have undertaken the accredited training. However, all staff have a duty of care to intervene when the above categories apply. In those cases, the minimum reasonable force, the minimum duration of time and 'least restrictive physical intervention' (BILD CofP) must apply, whilst maintaining the dignity and safety of all concerned.

All staff have a duty of care to check for possible injury to a pupil or any other party involved (as stated in Section 550a and circular 10/98 of the Education Act). All injuries will be reported on the Behaviour Recording Sheet (BEH 01) as well as Accident/Incident sheet (HS157)

If the pupil has caused injury to themselves or others, an accident form (HS157) will also need to be completed. If the intervention involves a Child in Care the Social Worker/Care Manager will also be informed.

Following a physical intervention, pupils will be given recovery time and low demand activities to ensure the situation is not reignited. Parents may also be called and the child sent home.

Members of staff involved in difficult incidents must also be given the opportunity, as necessary, to recover and be debriefed.

Physical Intervention and the Law

Physical interventions will only be used as a last resort and in accordance with the BILD Code of Practice, The Health and Safety at Work Act, 1974 (HASAWA) and KCC Guidelines and will also conform to the PROACT-SCIP®UK principles. Planned Physical Interventions will be specified in pupils' individual Behaviour Support Plans.

The non-statutory guidance, 'Reducing the Need for Restraint and Restrictive Intervention' states that, *'Restraint should only be used where it is necessary to prevent risk of serious harm, including injury to the child or young person, other children or young people, to staff, the public or others, if no intervention or a less restrictive intervention were undertaken'*.

When deciding whether to adopt a Physical Intervention staff need to be asking themselves:

- Is the proposed intervention in the best interest of the individual?
- Is it the least restrictive intervention that can be used?

Staff must be able to answer 'Yes' to each question in order for the intervention to be legal.

PROACT-SCIP®UK suggest using the acronym TINA when considering the use of Physical Intervention, THERE IS NO ALTERNATIVE.

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Covid-19 Risk Assessment – May 2020

In the event that a pupil's behaviour presents a challenge to themselves or others requiring staff intervention, including physical intervention, the following actions will be taken.

- Pupils will be risk assessed on an individual basis to evaluate their provision. This assessment will take account of their safety and the safety of their peers and the staff working with them. The outcome of this risk assessment could be; enhanced use of PPE and cleaning, 1:1 provision, reduced attendance or off-site provision (home learning).
- Clear message to pupils of expected behaviour.
- Staff to follow pupil's behaviour plan, paying particular regard to proactive strategies, in order to prevent escalation.
- Staff to remain extra vigilant to 'triggers' or 'warning signs' in order to be proactive in dealing with behaviours and prevent them from escalating.
- Staff should enable pupils showing heightened anxiety to exit the room and then maintain the largest possible distance between themselves and the pupil as possible. If, due to the pupil's behaviour, it is not possible to maintain distance then staff should make use of PPE which will include aprons, gloves, goggles and mask. This should be worn until the point at which the behaviour stops. Senior Leaders should be called to support. If this behaviour persists, and it places others at risk, parents may be called to collect their child.
- Greater consideration given to clearing the immediate area in order to reduce the risk to other pupils and staff.
- Staff to adopt calming strategies to promote de-escalation. This may involve the offer of known favoured activities.
- Senior Leaders to be called in the event that physical intervention may be necessary.
- Prior to intervention, staff to ensure they are acting in the best interest of the child. Ensure that any intervention is the least restrictive.
- In line with Foreland Field School's Positive Behaviour Policy, any intervention to be used as an emergency response.
- PPE to be used, **as appropriate**, e.g. face mask, aprons, gloves, goggles and mask when any physical intervention is adopted. Staff to have identified behaviours displayed by each specific child and plan accordingly, e.g. visor for children who may spit, etc. Use of ongoing risk assessment in every behaviour incident.
- Staff to avoid standing face-on to the child. Interventions such as escorts or Touch Support to be carried out at arms- length, where possible. Staff to attempt to reduce close contact.
- Normal recording and reporting procedures, including de-brief, to be carried out following an intervention.
- Parents to be contacted and child may be sent home following incident requiring physical intervention.

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