

# **Behaviour Management, Physical Intervention and Incident Reporting**

## **Policy: Positively Managing Behaviour**

### **1. Rationale**

At Good Apple we actively work towards creating a safe, positive environment where young people, parents and staff are valued and respected. Our Behaviour Management and Physical Intervention Policy acknowledges that young people within our unit need to be supported in a very structured, consistent manner as they develop positive self-management skills.

There will be times when our young people do not have the necessary self-control to maintain a safe, positive environment and staff need to be prepared to intervene and take temporary control for them. All staff recognise that the physical intervention approaches described will generally only be appropriate as a last resort. They are not a substitute for the full range of professional approaches to behaviour management and techniques to minimise or avoid confrontation (Positive Behaviour management). In this context, the importance of training and professional development in minimising the need for physical intervention is essential.

The ways in which we take control have been designed to be effective, respectful and safe and as non-intrusive as we can make them. We do not

punish inappropriate or challenging behaviour. We seek rather to reinforce positive behaviour.

2.

### 2.1 **Values and attitudes**

Our Behaviour Management Policy is based on maintaining a positive and respectful attitude towards young people, parents and staff.

Ways in which we show respect for one another:

- Look for the positive aspects of each person
- Reward good behaviour and appropriate responses
- Share examples of the above with carers and parents
- Listen to each other
- Ensure that everyone's right to privacy, independence and dignity are upheld.

### 2.2 **Aims**

The Behaviour Management Policy at Good Apple facilitates behaviour that is respectful of the safety and wellbeing of others. The Policy further aims to develop the young people understanding of self-discipline and respect for property and for their environment.

### 2.3 **Knowledge and understanding**

All the young people at Good Apple are individuals with unique personalities. They will however share certain common characteristics for example; students with autism have considerable difficulties with communication, social interaction and imagination. These difficulties sometimes give rise to frustration, confusion and distress. This in turn can give rise to some inappropriate and occasionally challenging behaviour.

Understanding the causes of such behaviour enables us to more appropriately and effectively manage the behaviour. It would be inappropriate for example to 'lecture' young people or to punish them.

### **Good Apple's Approach**

Good Apple has a range of strategies to support students in learning to self-manage behaviour. All behaviour is seen as a form of communication and is managed in a positive way by teaching young people to substitute challenging and inappropriate behaviour for more appropriate behaviour and reward good behaviour by praise and the use of positive motivators. We do not use punitive methods to maintain behaviour. A key element in supporting student's behaviour is the use of structured teaching with structure in the organisation of the day and the layout of learning spaces. Regular breaks and the use of areas of space are also part of the strategies to reduce anxieties and learn to self-calm.

Incorporating a carefully combined selection of methodologies and a total communication approach at its core, it is a model which is continuously reviewed and adapted to ensure it meets the unique needs of each individual. Applied across the setting with consistency, it provides a toolkit of skills which enables young people severely challenged to make sense of the education environment and which will support them throughout their life.

### **3. Definition of Challenging Behaviour**

'Culturally abnormal behaviours of such intensity frequency or duration that the physical safety of the person or others is likely to be placed in jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to ordinary community facilities'

Ref: Emerson, 1995, cited in Emerson, E (2001, 2nd edition): Challenging Behaviour: Analysis and intervention in people with learning disabilities. Cambridge University Press

Challenging behaviour may take various forms:

- Violence directed towards other people
- Self Injury
- Reckless disregard for their own safety or the safety of others
- Behaviour which causes serious damage to property

#### 4. **Definition of Inappropriate Behaviour**

- Inappropriate behaviour is behaviour that is significantly disruptive or is likely to compromise our young peoples' social and public integration.
- Behaviour that is significantly disruptive to activities that other people are engaged in
- Behaviour that is socially unacceptable e.g. undressing in public

#### 5. **Definition of Physical intervention**

"any method of responding to challenging behaviour which involves some degree of direct physical force to limit or restrict movement or mobility."  
(Harris et al, 1996)

"involves the use of force to control a person's behaviour and can be employed using bodily contact, mechanical devices, or changes to the person's environment." (Department of Health, 2002)

The purpose of restraint "is to take immediate control of a dangerous situation and to contain or limit the person's freedom for no longer than is

necessary to end or reduce significantly the threats to themselves or those around.” (MHA Code of Practice (1983) 2007)

## 6 **Processes and skills**

We have adopted a Team Teach Approach to behaviour management. This approach provides us with planned, systematic and graded strategies that are effective, safe and as least intrusive as possible. We believe that the Team Teach Approach helps our young people to learn to make choices and to begin to take control of their behaviour.

There is an expectation that staff show self-restraint rather than applying physical restraint; they should seek to actively prevent and predict rather than react and respond.

Restrictive physical interventions should only be used in the best interests of the person with learning disabilities

Restrictive physical interventions should only be used in conjunction with other strategies to help people learn to behave in non-challenging ways

Restrictive physical interventions should be individualised and subject to regular review

Restrictive physical interventions should employ minimal force and not cause pain

### 6.1. **Theory of Team Teach**

The Team Teach Approach is based on a philosophy of non-violent and pro-active methods of dealing with situations involving young people’s anger and aggression. Underlining a structured response is the acknowledgement of caring enough about our young people at Prior’s Court not to let them be out of control.

Team Teach emphasises positive relationships between staff and young people. It aims to protect and promote this. Team Teach stresses that 95% of crisis situations can often be resolved through appropriately calm, controlled, dignified and skilled de-escalation intervention.

## 6.2 **Planned Intervention**

Team Teach acknowledges that there will be times when there is no other alternative but to 'hold' or 'guide' a young person. The manner in which this is planned and then safely and therapeutically carried out is crucial. All young people at Good Apple have an individual plan if deemed necessary. This document will list the proactive and reactive strategies for behaviour management, as well as listing the most effect Team Teach physical interventions to use in response to identified behaviours.

The purpose of a physical intervention should be to:

- Provide the minimum necessary external controls to ensure the safety of people and property

The physical techniques in Team Teach are based on providing the maximum amount of care, control and therapeutic support.

Team Teach teaches a range of planned physical techniques that provide a gradual, graded system of response, commensurate with the situation, task and individuals involved.

Whenever and wherever possible, situations involving potential conflict or confrontation should be talked through. Young people will need to be in a receptive state for this approach to be successful. Staff present will form a judgment about the suitability of this approach.

It will sometimes be necessary to intervene if a young person is out of control and his/her behaviour poses a real or potential danger to himself



or others. In some circumstances this may involve the combined efforts of more than one member of staff.

Since it is well established that a young person's behaviour is often adversely affected by the presence of an audience it will generally be helpful to remove the audience or, if this is not possible, to remove the young person in question from the audience. At Good Apple we recognise the benefit of time and space to de-escalate a crisis situation. Helping a young person to access an outdoor space or a preferred calming area may help them calm more quickly.

Staff are expected to apply professional judgment to determine the level of danger to the young person or to the others, including themselves. Staff should make a dynamic risk assessment during any incident to ensure safety of everyone involved.

Physical intervention, when applied should be passive in intent. Its purpose must only be to limit the young person's ability to hurt him / herself, others or significant damage to property with minimum application of force. As soon as it is safe to do so the intervention should be gradually eased to allow the young person to regain his/her self-control.

Whenever circumstances allow, assistance should be sought from other members of staff at an early stage. All staff aware of another member of staff in difficulty have a responsibility to provide assistance and support provided that this does not compromise other young people's safety or wellbeing.

Staff must remember throughout an incident that the principal purpose is to restore personal safety and security for all involved and to reduce the anxiety of the young person. When appropriate opportunities should be taken to communicate to the young person, calmly and gently, at

appropriate stages during any incident and utilising a Total Communication approach.

Good Apple recognise that the young people may have unpredictable or unforeseen behaviours. This is addressed through our Team Teach training which gives staff a tool kit of approaches and responses that will support the young people during an incident.

Team-Teach techniques seek to avoid injury to the young person, but it is possible that injury may occur accidentally, this should not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the young person remains safe.

### 6.3 **Advanced Team Teach Techniques**

In certain circumstances, for certain young people it may be necessary to employ advanced team teach techniques when all other strategies have failed, in order to ensure the safety of the young person, their peers and staff. Before such techniques can be used, there must be sufficient documented evidence (e.g. incident and accident forms). A written record of this review of the evidence must be kept on the young person's file.

The advanced techniques must only be used on named young people, with consent from key, as stated in their behaviour management plan.

### 6.4. **Emergency Response**

At Good Apple we recognise that there may be occasions when staff intervention might need to be an emergency response and therefore not have recourse to the planned intervention as previously outlined.

All staff are trained and go through an induction process. Force will be

appropriate if the circumstances of the particular incident warrant it. Any response should however be consistent with the legal obligations and responsibilities of Good Apple and their staff and the rights and protection afforded to our young people under law.

## 6.5 Reasonable Force

There is no legal definition of "reasonable force". So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend upon the circumstances of the case.

There are two relevant considerations:

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force and the situation could be resolved without using force.

The degree of force employed must be in proportion to the circumstances of the incident and seriousness of the behaviour or the consequences it is intended to prevent. Any force used must always be the minimum needed to achieve the desired result.

## 6.6 Medication

Whilst we take an holistic approach to support challenging behaviour we also recognise that some of the young people at Good Apple are prescribed medication to support their behaviour and anxiety. Please refer to the Administration of medication policy.

## 6.7 Elevated risk

In any physical intervention staff must be aware of Elevated Risk. Staff must monitor the young person Hypoxia (diminished availability of oxygen to the body tissues), Acidosis (the body fluids contain too much acid) Positional Asphyxia (a form of asphyxia which occurs when someone's

position prevents them from breathing adequately). Examples of things to take into consideration when monitoring are: Position during restraint; prolonged struggle; obesity; respiratory syndromes including asthma and bronchitis; cardio vascular disorders; prescribed drugs.

## 7. **Recording and Reporting**

All positive and protective handling strategies that are used at Prior's Court and involve 'exceptional restraint' need to be reported, recorded, monitored and evaluated. Detailed below are the processes for recording and reporting incidents.

An incident is any action, **which is out of the ordinary for the particular young person**, including completely new behaviours and a current behaviour that occurs for a longer time than normal, or is more severe than normal, which results in an injury to the young person or another, or the use of physical restraint. An incident can also include any damage to property.

### **Recording Incidents**

A record of all incidents should be recorded on an incident sheet and filed in their personal folders. The record should remain clear, detailed, non-judgmental and factual.

This will look at what kind of incident it was including what events happened prior to and during the incident and what took place just after the incident. This report will record who was informed of the incident and what action if any was taken as a result of the incident and must detail any medical attention required and received.

The Incident record books, No pages will be torn out. No whitener will be used to correct any mistakes. If a mistake is

made (i.e. spelling) then staff will indicate that a mistake has been made and sign the correction.

Incidents should be recorded as soon as possible after all appropriate actions concerning the incident have been completed. The Incident Record book, if applicable must be filled in within 24 hours of the incident occurring.

A copy of the incident will be held on the young person's main file. A photocopy of this report will be sent to relevant parties. Parents, upon request, will have access to these reports.

### **Sanctions**

Definition of a sanction "Any negative consequences applied for unacceptable behaviour – e.g. punishment, loss of privileges or duties to be carried out."

The use of sanctions is not permitted at Good Apple. In extreme cases it may be permissible to sanction a young person for their own safety. For example if a young person's behaviour was deemed a sufficient risk that they should not attend an activity or outing, this could be technically classed as a sanction and should therefore be recorded as such. If the young person could not attend an activity or outing for this reason then they will be offered an equally enjoyable activity on an individual basis on site.

All sanctions administered will require the permission of a senior member of staff before the sanction is administered.

### **Behaviour Management Plans**

A Behaviour Management Plan can be put in place for each young person and will run alongside their IEP. These plans contains information about each young person, including information on both pro-active and reactive strategies for known challenging behaviour. This ensures a consistent response to each young person and their behaviour.

Behaviour management Plans are reviewed every 6 months as a rule. They can also be reviewed more frequently at the request of the staff that work with the young person, should the current strategies stop working to manage a particular behaviour.

### **Recording of Frequent Behaviours**

Behaviours that are dealt with in the Behaviour Management Plans are monitored by tick charts. Each young person if required has a tick chart that is used to monitor the specific behaviours that they display. Copies of the tick charts are kept in both the learning areas. It is the responsibility of staff working with each young person to monitor the behaviours that they display and to record this information on the tick charts. In this way we are able to see whether the strategies on the Behaviour Management Plan are working effectively to reduce the occurrence of challenging behaviours.

On the next page is a flow chart for incident reporting. Staff must be aware of our statutory obligation in terms of incident reporting and notification



## Process

### Incident Occurs

Does the incident meet any of the following criteria:

- Significant impact on young person, staff or environment including 'very severe' incident rating
- Incidents involving one young person with another young person
- Incident directed at a member of the public

Yes

Has any party sustained an injury?

Yes

Ensure the young Person receives the appropriate medical attention

Did the young person sustain an injury from contact with another person

Yes

Complete relevant incident, accident, physical intervention, body map charts.

No

Complete relevant incident, accident, physical intervention, body map charts.

No

Complete relevant incident, accident, physical intervention, body map charts.

Has any party sustained an injury?

Yes

Ensure the young Person receives the appropriate medical attention

Was the young person admitted to hospital or required to have any corrective procedure

Yes

Notify the Home Manager and On Call Officer immediately, who will be required to contact OFSTED, via a schedule 5 notification / CQC

Contact the young persons Parents, Placing authority/Social Worker/PCT, and complete record of communication

Notify home manager / on call officer immediately, who will be required to contact the LADO or Adult Safeguarding Team at West Berkshire

Contact the young persons Parents, Placing authority/Social Worker/PCT and complete communication book within **24hrs of the incident**

No

Complete relevant incident, accident, physical intervention, body map charts.

Contact the young persons unless agreed otherwise, and complete record of communication.

Complete relevant incident, accident, physical intervention, body map charts.

Contact the young persons Parents, Placing authority/Social Worker/PCT, and complete record of communication

Notify home manager / on call officer immediately, who will be required to contact the LADO or Adult Safeguarding Team at West Berkshire

Contact the young persons Parents, Placing authority/Social Worker/PCT and complete communication book within **24hrs of the incident**

### Accident Occurs

Has the student sustained an injury

Yes

Ensure the young Person receives the appropriate medical attention

Was the young person admitted to hospital or required to have any corrective procedure

Yes

Notify the Home Manager and On Call Officer immediately, who will be required to contact OFSTED, via a schedule 5 notification / CQC

Contact the young persons Parents, Placing authority/Social Worker/PCT, and complete record of communication

Notify home manager / on call officer immediately, who will be required to contact the LADO or Adult Safeguarding Team at West Berkshire

Contact the young persons Parents, Placing authority/Social Worker/PCT and complete communication book within **24hrs of the incident**

No

Contact the young persons parents / guardian

Complete relevant incident, accident, physical intervention, body map charts.

No

Complete relevant incident, accident, physical intervention, body map charts.

Contact the young persons Parents, Placing authority/Social Worker/PCT, and complete record of communication

Notify home manager / on call officer immediately, who will be required to contact the LADO or Adult Safeguarding Team at West Berkshire

Contact the young persons Parents, Placing authority/Social Worker/PCT and complete communication book within **24hrs of the incident**

## 7. **Debriefing**

How each debrief is undertaken will depend on the nature of the incident and the number of people involved. However the following is the process that must be followed in most cases.

- When safe to do so following an incident the staff involved may take time away from the situation.
- If any injuries have occurred appropriate action must be taken and at minimum a First Aider will be involved Managers or senior staff will ensure that all staff involved have the opportunity to speak about the incident. Actions from debrief must be recorded on the incident form.

## 8. **Child Protection**

Good Apple have a policy in relation to its Child Protection and safeguarding. All staff induction training programmes have Safeguarding training as a major emphasis. Good Apple takes all possible steps to secure our young people protection from abuse and works in partnership with parents and other agencies. All young people attending Good Apple have a right to expect to be safe and protected in the face of potential harm.

Where physical techniques are used staff should respond where at all possible in a manner that respects gender difference and our young people' right to dignity. Staff should always avoid touching or holding a young person in a way that might be considered or perceived to be indiscreet.

10. **Anti-Bullying**

Good Apple has a stand alone Anti-Bullying Policy.

11. **Resources and Training**

Good Apple have staff trained in team teach as well as safeguarding and these qualifications enable us to deliver in-house and external training to our staff regarding the principles and practice of Team Teach.

12. **Equality and Diversity Change**

All young people and staff have the right to live in a safe, healthy and happy environment. Our behaviour management policy upholds the dignity and maintains the safety and wellbeing of both staff and young people. Our materials will reflect the multicultural society in which we live and will be checked for race and gender stereotypes.

# Behaviour Management, Physical Intervention and Incident Reporting Policy

Revised July 2013  
Review July 2014

Reviewed

by

N Myers



# THE GOOD APPLE EDUCATION COMPANY

PROVIDING ALTERNATIVE EDUCATION AND SUPPORT TO DISENGAGED SECONDARY STUDENTS



UNIT 3 GRANARY HOUSE | ACLAND STREET | GAINSBOROUGH, LINCOLNSHIRE | DN21 2NS