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Date Written: May 2015
Last Review: April 2017

Category:
Public/Staff/Student

Telford College of Arts & Technology

The Willow Tree Centre Behaviour Support Policy
and
Restrictive Physical Intervention Policy

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**Behaviour Support and
Restrictive Intervention Policy
(Including Anti-Bullying)**

Rationale

The behaviour policy is set within the context of Telford College of Arts and Technology vision and ethos, the college and Willow Tree Centre's aims and personal and social development policy.

All students at The Willow Tree Centre have severe and complex learning needs and it is understood that behaviour is part of an expression of their communication and feelings.

All students at The Willow Tree Centre are treated with dignity and respect at all times.

The students are at the heart of everything we do.

All work is aimed to nurture positive relationships and responses to enable students to build on their strengths and to positively participate within their life.

The development of positive behaviour is part of the work for all students and is supported by collaborative work with their family and other professionals.

All staff work within the legal framework and understand their duty of care.

We aim to

- Ensure high expectations of student behaviour.
- Support students to develop skills to manage their own behaviour.
- Ensure staff understand and support students in a non-confrontational, calm proactive and supportive manner.
- All staff work within the legal framework and understand their duty of care.
- Involve and work collaboratively with students, parents, colleagues and inter-disciplinary professionals.
- Ensure that behaviour is managed in a planned co-ordinated manner.

National and local Guidance

The Willow Tree Centre works within current legislation and advice from The BILD Code of Practice:

- Education and Inspection Act 2006
- DFE's 'Use of reasonable force Guidance' – April 2011
- DEF's 'Screening, Searching and confiscation' – April 2011

This advice is fully integrated throughout this policy and all staff will ensure that they work within the policy.

Importantly The Willow Tree Centre works in partnership with the rest of the college, the Local Authority and Safeguarding to ensure that students are kept safe and their well being is at the core of our work

All student behaviour will be managed positively

For all students positive behaviour is encouraged and supported by:-

- High quality teaching and learning well matched to individuals
- An exciting and engaging curriculum based on personalised learning
- High quality role models of staff with a consistent approach by all
- An understanding of the impact of special educational needs on students learning underpinned by a comprehensive staff training programme.
- A recognition of the strengths of students which are rewarded following a whole Willow Tree Centre approach
- A total communication environment
- High quality facilities and resources
- High staff: student ratios based on individual needs
- Work in partnership with parents and other professionals
- In-depth knowledge of every student's strengths and level of development
- High quality and sustained staff training for all staff in teaching students with SEN.

Examples of positive strategies for managing behaviour

- Reward appropriate behaviour following strategies such as praise, confirmation, reward charts, stickers.
- Identify and model appropriate behaviour
- Personalising the timetable
- Clear visual strategies including schedules, timers etc
- Change of environment and activity e.g. use of sensory rooms, outside recreation area, halls
- Divert, distract or change adults to diffuse
- Acknowledging students need for personal space
- Use of sensory integration strategies
- Clear, simple language used with time to process and respond
- One person clearly taking the lead in supporting a student.

Environmental Resources

The Willow Tree Centre has resources to support and engage students in positive learning opportunities.

All resources must be used in accordance with the 2002 guidance with particular reference to guidance on time out and seclusion. The following are specifically highlighted:

- Within the WTC most doors of rooms for students have Mag locks with swipe card access This is to prevent risk of harm and to maintain the WTC's duty of care. Students are supervised at all times.

Swipe cards can be set up for individual students to give safe/ independent access around the WTC to agreed areas.

- Each classroom has an outside area to support positive behaviour. The area is designed to allow a student to be able to access an environment with reduced multi-sensory input. The area is generally kept clear of resources within it or has resources that are known to support a student. The areas are supervised at all times. All use must be within the DfES **guidelines**-April 2011. Staff **MUST** ensure that the use is in the students IBSP and that they are clear on the guidance of the law for time-out and seclusion. Examples (all would be within IBSP or ASD plan) of use may include:
 - Students asking to move away from a busy environment to avoid possible triggers that they know may lead to their behaviour escalating e.g. sensory over-load. (Other areas in the WTC may be used by students in a similar way e.g. quiet area of classroom, sensory room or calm room).
 - Staff may ask a student if they want to move into the outside area (or other area see above) if they recognise a sequence of behaviours that may lead to an incident in the event of an aggressive incident,
 - A student may be moved from a class base to the outside area if a risk assessment completed indicates that this is the safest least restrictive physical intervention. Student would be supervised at all times. This would require multi- agency meeting with parents to agree a Positive Handling Plan and to ensure that the guidance is met. Students would be supervised at all times detailed in plan.
- Support bases with calm room facilities. The rooms are used for a variety of purposes including being able to teach students in small groups or individually. The resource can provide students with a less busy environment for parts of their educational programme.
- The calm rooms within the support base as appropriate to the student's educational programme. They provide an area for safe relaxation and reduced sensory information which student's often choose to access. Students are supervised. If a student does not want an adult in the area with them there is a cctv and on-going recording facility. Any such use must be within IBSP/ ASD support plan and must be within the 2011 guidance- staff must ensure that it meets the guidance of time out and seclusion.

Bullying

See – Telford College Bullying and Harassment Policy

Due to the nature of student needs/level of supervision bullying is unlikely to be an issue within The Willow Tree however, staff will always remain vigilant and report immediately to senior staff any bullying concerns.

Sanctions

Our philosophy is built on positive ways of developing behaviour. Any behaviour strategies need to be understood by the student.

At The Willow Tree Centre we will not remove routine drinks or food. The removal of any normal routine activities within college must be agreed with the Head of College and parents and then can only be considered if understood by the student.

There is an appropriate reward system in place. See appendix 1 for the reward system.

Supporting students with challenging behaviour

Definition of Challenging Behaviour

“Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which will seriously limit or deny access to the use of ordinary facilities” (Emmerson et al 1987).

Processes

Students who present with challenging behaviour will be supported by:

- the range of support and strategies detailed above
- a comprehensive assessment analysing the functions of the behaviour
- assessment of why the behaviour is challenging
- liaison with parents and professionals
- an agreed strategy plan shared and disseminated with all key people and the student in the form of an Individual Behaviour Support Plan or ASD plan
- ongoing monitoring of the impact of the plan
- ongoing review and evaluation and formal review within annual review meeting
- an IEP to ensure positive skills are being developed
- a positive handling plan if needed
- Detailed procedures are to be followed by staff (Appendix:2)

Individual Behaviour Support Plan or ASD plan

A student who presents challenging behaviour will have an IBSP or ASD plan. The process will involve:

- A functional analysis of the behaviour
- Involvement of all relevant professionals in the assessment and identification of strategies
- Seeking the views of student as possible
- Parental knowledge, views and agreement.
- Ensuring all parties agree the plan is within the DfES guidelines
- Reviewed on ongoing basis and formally in line with college annual review and IEP processes or as necessary
- The plan will detail known information including:
 - any known reasons
 - any early stages of a sequence of behaviour that it likely to develop into challenging behaviour and ‘diffusion techniques’ to avert any further escalation
 - history of other methods that have been tried but not been successful.
 - Incident forms will be completed and monitored. Detailed procedures are to be followed (See Appendix 2).

If a student goes missing during the college day

- If a student runs out of a class/ building the aim will be to establish where he or she has gone.
- Teachers / member of staff in context will inform office immediately who will alert the Senior Manager on duty and also the Head on Duty at the main college building
- Exit doors will be priority to monitor if student thought to be in building.
- The appropriate response will be made using the knowledge of the individual with consideration that a student may try to run further away if they are approached.
- If a student is no longer on college premises parents will be contacted and the police will be informed that a student has left the college and is at risk. The Assistant Principle of Faculty will be informed.

Searching and confiscation (DFE Screening, searching and confiscation 2011)

See Telford College Student Search Policy and Guidance

- Considerations for students who attend The Willow Tree Centre

As always safeguarding and partnership with parents will be the emphasis on our work. At The Willow Tree these powers will be likely to be used in that context – e.g. if a student has brought items into college which may be dangerous to themselves or others.

Any bad behaviour when the student is:

- taking part in any college-organised or college-related activity or
- travelling to or from college.

Interpretation for The Willow Tree

All students at this college are supervised in any college-related activity, including home to college transport, (by transport staff) at all times. Staff supervising college trips etc will follow guidance appropriate to student plans and risk assessments.

The Willow Tree works in close partnership with Transport and/or parents to support management of students' behaviour. Importantly we wish to make what can be a challenging experience for some students as positive as possible. Referrals are made to other services where necessary to further support this area.

Restrictive Physical Intervention

Objectives

The primary objective of this policy is to keep all members of the college community safe. As such, it is important that members of Willow Tree staff, parents and some students understand the circumstances under which restrictive physical intervention may be used. It is also important that members of staff understand what form restrictive physical intervention can reasonably take.

Restrictive physical intervention is the deliberate use of force by a member of staff to restrict a student's movement against his or her will.

There are times when a student's behaviour presents particular challenges that may require restrictive physical intervention. This policy sets out our expectations for the use of such intervention.

Rationale

Restrictive physical intervention should be avoided wherever possible. Techniques other than restrictive physical intervention should be used when managing incidents wherever practical. Staff must always be mindful of their own safety – they must not attempt restrictive physical intervention if they do not believe they can do so safely. **Force must not under any circumstances be used as a punishment or in order to humiliate a student.** Everyone has a right to use reasonable force to prevent an attack on themselves or others.

Non restrictive physical interventions

It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- giving physical guidance to students (for example in practical activities)
- providing emotional support when a student is distressed
- providing physical care (such as first aid or toileting).

Non restrictive will include physical bodily contact in activities such as physiotherapy, PE & personal care. All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a student and the use of force to restrict movement or to disengage from students whose behaviour presents a clear risk of injury

Most of our students will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routine will include a range of physical prompts-

- Holding a student's hand
- Guiding a student by linking arms or placing a hand on their shoulder.
- Guiding a student's hand to demonstrate as part of teaching process.

In addition to this if a student is distressed, it may be appropriate to place an arm around their shoulder to comfort them. Dependant on needs of the student.

Devises such as splints, wheelchairs or standing frames may be required for therapeutic use- any use on relation to behaviour must be agreed within plan and may be a restrictive physical intervention. Any use should therefore be considered in relation to guidance below.

Restrictive physical intervention

The guidance recognises that special colleges cater for students with severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the serious disruption of a learning environment. The **Education and Inspections Act 2006** clarifies the position about use of restrictive physical interventions by teachers and others authorised by the head teacher to control or restrain students.

Definition

We define restrictive physical intervention as follows:

Restrictive physical intervention is the deliberate use of force by a member of staff to restrict a student's movement against his or her will.

There are times when student's behaviour presents particular challenges that may require restrictive physical intervention as outlined above. This policy sets out our expectations for the use of such intervention.

The Law: It is only likely to be legally defensible when it is required to prevent:

- committing an offence or engaging in conduct that could be an offence
- causing injury to themselves
- causing injury to others [students or staff]
- damaging property
- prejudicing the maintenance of good order and discipline at the WTC or among any students receiving education at the WTC, whether during a teaching session or otherwise.
- Restrictive physical intervention may also be appropriate where, although none of the above has yet happened, they are judged as highly likely to be about to happen *by the members of staff present*.

Staff are reminded that use of physical force must be *'Reasonable in the circumstances'* and comply with guidance mentioned below; which means using no more force than is needed. 'Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.' **2011 guidance on the use of force**

All staff have a duty of care and may use restrictive physical intervention within the law using advice and support materials to colleges about each of the areas above, and is based on more detailed guidance such as:

- Department for Education and Skills/Department of Health (2002) *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Students and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders* LEA 0242/2002
- Department for Education and Skills (2003) *Guidance on the Use of Restrictive Physical Interventions for Students with Severe Behavioural Difficulties* LEA 0264/2003
- Department for Students, Schools and Families (2007) *The Use of Force to Control or Restrain students which refers to Section 93 of the Education and Inspections Act 2006*
- Department for Students, Schools and Families (2010) *The Use of Force to Control or restrain students. Guidance for schools in England*
- Department for Education (2011) *Use of Reasonable Force*.
- *Restrictive Physical Intervention* (2013)

This policy is also consistent with our Student Protection and Equal Opportunities policies, and with national and local guidance for schools and colleges on safeguarding students.

Principles for the use of restrictive physical intervention In the context of positive approaches

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing students' behaviour. We aim to do all we can in order to avoid using restrictive physical intervention. We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk.

Duty of care

We all have a duty of care towards the students in our setting. This duty of care applies as much to what we *don't* do as what we *do* do. When students are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the student to another activity or a simple instruction to "Stop!" along with a distraction as to what may be happening next. However, if we judge that it is necessary, we may use restrictive physical intervention.

Reasonable force

When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

Reasonable force may include:

- leading a student by the hand or arm
- gentle pressure on the centre of the student's back to steer away from harm / harming
- holding the student still

In addition:

- it must be in proportion to the circumstances and constitute the minimum necessary to achieve the desired result
- it must take account of the age, size, gender and understanding of the student

It is good practice to inform a student simply what is about to happen with one person to continue to talk to the student during the incident in a calm and measured manner providing this does not escalate the situation.

Restrictive physical intervention should not generally be used to prevent a student from leaving a room or the college premises, unless it is likely that the student is placing him/herself or other people at risk by doing so.

It may, however, be appropriate to stand between students or to block a student's path but only in the circumstances listed above.

Our duty of care means that we might use a restrictive physical intervention if we judge that a student would be putting themselves at an unacceptable risk.

This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive physical intervention when we have control or charge of students off site (e.g. on trips).

We never use restrictive physical intervention out of anger or as a punishment.

Use of restrictive physical interventions in unforeseen and emergency situations

It is important to acknowledge that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- before using force – staff attempt to use diversion or diffusion to manage the situation
- when using force – staff must use techniques and methods with which they are familiar, confident and are permitted by within the Willow Tree Centre/Telford College Policy
- in exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with Section 550A of the Education Act 1996.

Staff must contact the Head of School immediately and records will be completed.

Planned interventions-Positive Handling Plans

Any planned strategies will be recorded in a student's individual Positive Handling Support Plan.

The process will involve:

- A formal risk assessment and plan will be completed and agreed with parents and relevant multi-disciplinary team members (e.g. OT, CAMHS, SALT, Educational Psychologist) in the context of the above guidance and Positive Options MAPA® trainers.
- The plan will be part of the student's IBSP or ASD support plan.

All staff working with a student with a positive handling plan will be taught the intervention and authorised use of the intervention. These staff will be named on the plan

The positive handling plan will be attached to the IBSP/ASD plan and kept in the class teaching file. A copy of the positive handling plan will also be kept in a file in the Head of School's office.

The positive handling plan must be agreed with the Head of School and parents, the names of the staff working with the students in the following academic year and will be reviewed within the Annual Review and any other review meetings.

When a restrictive physical intervention is used staff must immediately contact the Head or Deputy of the WTC to go through the incident/ complete an incident form prior to completing the students physical intervention book. The incident review will ensure that the intervention was within the agreement of the plans. The record will question whether further actions need to be taken to support the student. Parents MUST be informed and a record of how they were informed made in the student's restrictive physical intervention book

Every Physical Restrictive Intervention will be recorded following Crisis Prevention Institute MAPA® guidance.

Action following an incident

Post Incident Support

The Head or Deputy will check that any one involved is physically and emotionally fine.

Staff will be offered opportunity to take a break if upset by the incident.

The Head/Deputy will offer the opportunity to talk through the incident further .

Recording incidents

Staff should seek the advice and support of senior colleagues as soon as possible.

The Head or Deputy must be informed as soon as possible after any incident in which restraint is used. If the Head of College is directly involved in the incident the Assistant Principle of Faculty 2 should be informed. Restraint incidents must be recorded as soon as possible in 'Restrictive *physical intervention record booklet*'; these forms are kept in the Head of School's Office. The circumstances that led to restraint being used will be investigated and appropriate action taken.

Involvement of parents

The Head of School (or appointed representative) will contact parents as soon as possible after any incident.

Complaint about Staff using force

The Assistant Principle of Faculty will be informed immediately by the Head of School.

Key points from legislation (DFE. Use of Reasonable Force)

- *All complaints about the use of force should be thoroughly, speedily and appropriately investigated.*
- *Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.*
- *When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.*
- *Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Colleges should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.*
- *Colleges must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.*
- *If a decision is taken to suspend a teacher, the college should ensure that the teacher has access to a named contact who can provide support.*
- *Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.*
- *As employees, colleges and local authorities have a duty of care towards their employees. It is important that colleges provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.*

Interpretation at The Willow Tree Centre

The Willow Tree Centre/Telford College of Arts and Technology has extensive staff training and support systems in place as detailed in this policy document. In the unlikely event of a complaint we will work in partnership with parents, LA and Safeguarding as is our policy, whilst offering appropriate support to staff.

Monitoring, evaluation and review

Restrictive physical intervention incidents will be reviewed termly by Head and Deputy.

Staff Training

Staff at The Willow Tree are trained in Positive Options MAPA®.

The Policy is covered within induction for all new staff including supply staff. Staff employed are fully aware of the needs of the students and The Willow Tree Personal and Social Development Policy particularly in treating students with dignity and respect.

Staff are trained within their first term within The Willow Tree Centre in MAPA. An annual refresher takes place each year for all WTC staff. The training is very proactive in understanding challenging behaviour and how to de-escalate. It covers the law and the college/WTC policy. The following are taught in annual training Low, Medium and High plus Disengagements.

Any further interventions are taught only as necessary as part of a Positive Handling Plan.

It is expected that staff and seek advice through the Head or Deputy if unsure.

Success Criteria

- Positive ethos and climate that supports ALL students is always demonstrated.
- High expectations evident throughout The Willow Tree with behaviour well-managed.
- Behaviour is consistently managed with planned strategies.
- All work within the WTC meets legal requirements.
- The environment and staff interactions (e.g. tone of voice, body language used etc) are carefully planned to reduce the need for the student's behaviour to be challenging.
- Staff are able to demonstrate competency.
- All guidelines within policy are consistently followed.

Monitoring and Evaluation of Policy

- The Policy will be reviewed each year as necessary with regard to legal changes and advice from BILD accredited training provider for MAPA®. .
- Monitoring responsibilities:
 - Head / Deputy to monitor
 - frequency of incidents, accidents and restrictive physical interventions identify any positive patterns or concerns.
 - The policy will be monitored through:
 - classroom observations
 - monitoring of planning
 - signing all incident forms and agreeing any necessary actions post- incident support or actions
 - evaluating all restrictive physical interventions.
 - chairing annual reviews (involving formal review of plans with parents/carers)
 - making referrals to other professionals.
 - Agreeing the IBSP's/ ASD plans in line with policy.

ASSOCIATED RESOURCES

Education and Inspections Act 2006.

DfES Use of reasonable force guidance for college leaders, staff and governing bodies –April 2011

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Students and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

Guidance on the Use of Restrictive Physical Interventions for Students with Severe Behavioural Difficulties (2003)

<http://www.education.gov.uk/studentsandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

Appendix 1 :

Rewards

- Students are rewarded with stickers which are collected on a certificate. The number of stickers for completion of the card will vary according to student need. As part of a behaviour plan it may be appropriate for a student to collect 3 or 5 stickers. For others it may be 10 stickers.
- A student who has done something exceptional either in work or behaviour may be given a student of the week award
- All students are rewarded according to individual needs and for something that is exceptional for that individual. This may differ depending on the subject and targets for the lesson. Stickers may also be awarded for social behaviour, in leisure and lunchtime periods.

APPENDIX 2: Forms

INDIVIDUAL BEHAVIOUR SUPPORT PLAN Name of Student.: _____ Date of plan _____

Plan must reflect current strategies agreed. Any amendment should be shared with parents on an ongoing basis. Formal evaluation at IEP/ Annual review meetings.

Behaviour Shown	Identified Reason	Strategy

Are any Restrictive Physical Intervention Strategies agreed? Yes No *If YES signed Positive Handling Plan to be attached*
 Has any equipment been agreed Yes No *(A Positive Handling Plan may be required)*
 Confirm over page has been completed by ticking box Yes Confirm on- going recording sheet is attached Yes

Is it necessary to seek advice of other professionals e.g. OT, CAMHS, Educational Psychologist? Yes / No

Learning Facilitator/Deputy Head _____ Signature _____

Head of WTC _____ Signature _____

Behaviour Support Plans are routinely discussed with Parents at IEP and Annual Review meetings

Guidelines for completing IBSP (ASD plan)

First IBSP / ASD Plan

- Concerns regarding behaviour should be fully discussed with Head or Deputy of The Willow Tree Centre.
- A functional analysis should be carried out with format agreed and evaluation discussed with Head/Deputy
- Concerns should be discussed with parent to share information and gain their valuable contribution.
- Parents should be asked if there is any other medical information that may need to be considered that is not known or other factors that may be affecting the student.
- An IBSP / ASD plan should be put together- agreed/ signed by parent, Head of college, Learning Facilitator or Deputy Head.
- This will be reviewed with parents at Annual review and IEP meetings.
- Advice from all professionals working with student should be considered.
- Student views about their own behaviour and how it is managed should be sought whenever possible
- Consideration should be given as to whether other professional referrals are needed

Assessment of behaviour

- Any student who requires strategies to support their behaviour in college **must** have an **IBSP / ASD Support Plan not just those exhibiting challenging behaviour.**
- Staff must analyse and assess the student's behaviour. Within the assessment staff, should consider the actions of staff, environment and known medical information.
- The IBSP / ASD Support Plan should state each different behaviour.
 - The identified reason must state the possible reasons for the behaviour exhibited.
 - Strategies: strategies to be implemented must be agreed and checked against the legal guidance. It should be written clearly in precise language. It should be specific including any consistent language to be used etc. The team must gather evidence from observations to evaluate.
- The plan should be kept in the class teaching file so is accessible to all staff.
- The assessment and strategies **MUST** always be **current**. It is a working document so plan should be annotated on. Observation/evaluative comments should **be recorded on a record sheet attached to plan.**
- The IBSP / ASD support plan should recognise any patterns of behavioural sequence and ensure a range **diffusion techniques** to avert escalation are planned.
- The Head/Deputy Head will support staff in exploring a range of strategies.
- Staff must ensure that they refer to the guidance to ensure that advice is met.

Positive Handling Plan

(This must be read with the student's IBSP. It must be within the guidelines of The Willow Tree Behaviour Support Policy and within the DCSF 2002 guidance on use of restrictive physical intervention with children and adults)

Name of Student:	Date of Plan:
Circumstances in which Restrictive Physical Intervention can be used.	Name/ description of agreed intervention:
Staff trained and authorised to implement: <i>In the event of an emergency other staff may be involved based on risk assessment/ duty of care.</i>	
Agreement of plan and plan meets current guidance on restrictive physical interventions	
Agreement of Learning Facilitator/Deputy Head	Date;
Agreement of Head	Date;
Agreement of Parent	Date;

Copy to be kept in Head's Office and copy in teaching file in class base. The Head or Deputy will be contacted if it is necessary to use RPI. Incident form will be completed and the RPI book will be completed by Head/Deputy and member of staff. Parent will be informed and this will be recorded in the RPI book.

This section to be completed by Head or Deputy Head	Date Completed
Any action to be taken and by whom:	
<p>Are there any further actions that need to be taken?</p> <p>Consider the following:</p> <p>Does the risk assessment of a student need to be up-dated? Does the Foundation/ASD plan need amending/ reviewed? Is a Positive Handling Plan required? Is there a need to refer to another agency for support? Are parents aware of what is happening? Is there a need to see any staff for post incident support? Do other staff in WTC need to be informed? Are there any training needs or support for individual staff?</p>	
<p>Are there any concerns/ actions that were not within the plan or within the guidance?</p> <p>Yes No (Please circle)</p> <p>If yes, please detail actions to be taken and who will take them and who will monitor them:</p>	
<p>Is there a requirement for an accident, near miss or violent incident report form to be completed? (please tick)</p> <ol style="list-style-type: none"> 1. Accident 2. Violent Incident 3. Near Miss <p>If YES, then please complete relevant form</p>	
<p>Head of WTC signature</p> <p>Date:</p>	<p>Deputy Head Signature</p>
<p>Head comment:</p>	
<p>Action taken from Head's comment (if applicable):</p>	<p>Date completed:</p>

Restrictive Physical Intervention Record

Students name.....

**This physical intervention record will be reviewed with the
IBSP/ASD/Positive Handling Plan and Willow Tree Centre
Behaviour Support Policy.**

**If it is the first incident, consideration must be given as to
whether the student requires a Positive Handling Plan.**

RPI

Name of student	Date of RPI
Reason for intervention. Please tick as appropriate	
Personal safety of student	
Safety of peers	
Safety of staff/other adults	
Disruption to the learning environment	
Name of Restrictive Intervention used:	
Duration of intervention:	
Staff carrying out intervention:	
Any other adults present	
Any injury to student, staff or other. Please circle.	
YES Detail of who:	
NO	
Person completing Form:	
Name:	Signature:

**RISK ASSESSMENT PROFORMA FOR ASSESSING AND MANAGING FORESEEABLE
RISKS FOR STUDENTS WHO PRESENT CHALLENGING BEHAVIOURS**

SPECIMEN PROFORMA FOR ASSESSING AND MANAGING FORESEEABLE RISKS FOR STUDENTS WHO PRESENT CHALLENGING BEHAVIOURS

Name of Student:

Class group:

Name of teacher:

College:

IDENTIFICATION OF RISK	
Describe the foreseeable risk.	
Is the risk potential or actual?	
List who is affected by the risk.	

ASSESSMENT OF RISK	
In which situation does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

.....

Signature:..... Date:.....

RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & COLLEGE RISK MANAGEMENT STRATEGY		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Relationship to Student:

Date:

**COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN AND WILLOW TREE CENTRE
RISK MANAGEMENT STRATEGY**

Plans and strategies shared with:

Communication method

Date actioned

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STAFF TRAINING ISSUES

Identified training needs

Training provided to meet needs

**Date training
completed**

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EVALUATION OF BEHAVIOUR MANAGEMENT PLAN AND WILLOW TREE CENTRE RISK MANAGEMENT STRATEGY

Measure set out	Effectiveness in supporting the student	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by:

Relationship to student:

Date: