

**Including *Every* Learner:**

Promoting positive relationships and managing behaviour that challenges.

January 2020

Review of Policy expected – 2023

**Section 1: Introduction: Core principles and values**

**1.0 Purpose and rationale of the policy and guidance**

East Dunbartonshire Council (EDC) educational policy and guidance is based on the core principle that *all learners*should be included and engaged in their learning community. At the heart of a successful and achieving learning organisation is a safe and nurturing ethos and a culture based on positive and mutually respectful relationships.

The vast majority of pupils in EDC experience learning environments that allow them to become responsible citizens, successful learners, effective contributors and confident individuals. All schools and early years’ centres carry out processes of consultation and self-evaluation with parents, staff and children to ensure that policies that promote positive behaviour through supportive relationships are developed and maintained.

A minority of pupils find accessing the routine and expectations of a learning and social environment more difficult and can display behaviour that appears challenging or confrontational as a response. This can be for a number of reasons, including additional learning or support needs or adverse childhood experiences. Behaviour that challenges within a school setting can take a number of different forms, however, the focus here is on behaviour that may lead to the child putting either their own wellbeing or that of others at risk due to their physical response to a situation which, in turn, may be dynamically assessed as requiring forms of de-escalation and possible restraint or seclusion to reduce immediate risk.

The very specific definitions of seclusion and restraint adopted for this policy have been taken from the recent investigation by the Children and Young People’s Commissioner in this area. They are based on a wide consultation with core public stakeholders (including ENABLE Scotland and the Mental Health Commission) as well as addressing UK wide legislation and practice guidelines. They are as follows:

* *‘Restraint’ is defined as “holding a child or young person to restrict their movement”. This would include such techniques as CALM or MAPA manoeuvres. It includes mechanical restraints (e.g. wheelchair straps) except those used during the course of normal activities or transportation (e.g. seatbelts or wheelchair harnesses).*
* *‘Seclusion’ is defined as “the confinement of a child, without their consent, by shutting them alone in a room or other area which they are prevented from leaving”. Seclusion is not the same as a ‘time out’ which is defined as a behavioural intervention used as part of a structured behaviour support plan which does not necessarily involve being physically removed to a separate room or area.* *It should further be noted that any secluding a child alone in a place they cannot leave may be regarded as a deprivation of the child’s rights under Article 5 of the European Comvention of Human Rights and should be avoided.*

It is recognised within this definition that there is a difference between restraining and secluding an individual as a response to a situation or incident and planned ‘time out’. In this latter case, planned or reactive ‘time out’ may be part of a child or young person’s action plan. For example, it can include a child or young person having a ‘time out’ card which they can use to withdraw from class when they are feeling emotionally overwhelmed or the option of a child or young person with autism to access a room which promotes a sense of calm through reduced sensory input.

It is also acknowledged that some children and young people require alternative curricular activities and timetables which may be highly individualised. These may involve individual and small group working for periods out with the mainstream classroom.

Strategies and interventions such as time out or individual teaching sessions are not considered seclusion provided they have evolved from the child or young person’s wellbeing assessment and are part of an action plan and risk assessment which has been formed by the team around the child and is subject to regular monitoring, review and revision. The parents or carers and the child or young person should be at the centre of such planning and must offer consent to such arrangements. Article 12 of the United Nations Convention on the Rights of the Child upholds the principle that children’s opinions should be sought and considered when decisions are made about issues that concern them. It is essential that all processes recognise and uphold children’s rights to participate fully in planning and review decisions and all documents should show evidence of this. Every effort should be made to gather the child’s views and involve them in this process regardless of age and stage or the existence of additional support needs that act as a barrier to communication. There should be evidence in minutes of meetings and planning documents of the familys’ full involvement in the planning and review process.



The purpose of this policy is to set out the frameworks and protocols for supporting pupils: to prevent and minimise behaviours that challenge; to develop trusting relationships with peers and adults; and to achieve more effective access to the academic and social curriculum. The primary rationale for the policy is that rigorous processes of early intervention, planning and review based on a shared understanding of the needs of the child are fundamental to successful implementation of approaches that promote positive behaviour. It is recognised that each school will develop their own positive relationship policy. This will also promote the key principle set out here, that is, that there is a fundamental and critical importance of building and maintaining good relationships within the school community and this acts as the foundation for creating positive learning environments.



EDC educational provision can be understood at three levels:

* **Tier 1** - all mainstream schools and early years’ centres
* **Tier 2 -** specialist provision which shares small group, specialist intervention with access to the mainstream classroom, such as, the Primary or Secondary Well-being Support Service or the Enhanced Learning Resources (ELR) within each locality.

*There will be circumstances where children with Social and Emotional Needs could benefit from access to a full-time placement in the Primary or Secondary Wellbeing Support Service.*

* **Tier 3 - ‘**stand-alone’ specialist establishments such as, Merkland and Campsie View Schools.

*There may be some exceptional circumstances where a young person’s needs can only be met in educational provision out with East Dunbartonshire. It is incumbent upon the local authority to ensure that any specialist placement also adheres to the principles and values set out in this document.*

**1.1 Core principles and values**

There are core principles on which all intervention and approaches should be based. They are:

* **All behaviour is** **communication** and any planning requires a shared understanding, through collaborative analysis and review of the underlying causes of each individual’s patterns of behaviour- including the context in which the behaviour is most likely to occur.
* **Children and adults should have access to safe environments** where risk is minimised and there is a shared understanding of expectations, responsibilities and boundaries.
* **Better relationships are the key to increasing pupil engagement and inclusion.** All adults working with children and young people need regular opportunities for training and reflection on the underlying reasons for different behavioural responses in various contexts and to develop strategies to improve their own capacity to communicate effectively and develop trusting and affirmative relationships with young people. This training and reflective practice should be based on:
* A solution focused approach
* Restorative conversations and approaches to conflict and conflict resolution
* Trauma, nurture and attachment informed practice
* Becoming an attuned practitioner
* De-escalation intervention
* Supporting emotional awareness and development, through strategies, such as scaling, emotion coaching, ‘Promoting alternative Thinking Strategies’ (PAThS).

The list above represents a range of options available to schools. It should be noted that schools should develop their own use of evidence informed practices through the processes of improvement planning and self-evaluation. Most of these areas are available on the annual Additional Support Needs (ASN) Career Long Professional Learning (CLPL) calendar which can be accessed via Gateway. Some training such as Emotion Coaching or Nurture and Attachment informed practice can be accessed via your link Educational Psychologist or Inclusion Officer and should be negotiated and planned as part of regular processes of quality improvement.

It is the responsibility of the whole staff team to work collegiately to promote positive behaviour and be solution focused.

General guidance on some of the key areas outlined above:



**1.2 Developing de-escalation strategies and approaches**

The policy on promoting positive relationships and managing behaviour that challenges is based on the principles that all actions should be taken to minimise risk, pre-empt difficulties and de-escalate distress that is displayed as behaviour that challenges, through the application of approaches and strategies outlined in this document.



The various documents that are attached to this policy, including the De-escalation Intervention Chart, the Pupil Management and Risk Assessment forms and the Behavioural Environment Checklist (see above) are all intended to support individuals who are working directly with children and young people whose distress is displayed as behaviour that challenges. They are intended to act as a support framework to organise learning environments and suggest approaches that support children and young people.

There will also be mechanisms available within the school for wider discussion and consultation about the planning and risk management process and to ensure all staff working directly with children and young people feel fully supported. These include: consultation with other professionals through the Pupil Support Group/ Support for All meetings; ‘Team around the child’ meetings involving the parents and, where appropriate, the child or young person; and consultation with other educational supports , such as, the Outreach Service, Educational Psychology services and/or the school link Quality Improvement Officer or Education Officer.

The policy is based on the principles that any attempt to de-escalate distress that is displayed as behaviour that challenges should not include any physical intervention or restraint. Such actions are only justified where there is an immediate and significant risk to an individual and/or individuals.

Adults in a school have a ‘duty of care’ towards the children and young people they look after. There are certain circumstances where it may be necessary to restrain or restrict the movement of a child or young person, as to not take this action would be a failure to act in a manner that upholds the ‘duty of care’ towards them. This is restricted to situations where a child or young person is either putting themselves or others at *significant* risk if the adult does not take action.

The policy guideline document ‘Holding Safely’ which was endorsed by the Scottish Government, sets out the circumstances where such actions could occur:

‘In criminal law restraining a child could be assault if it is done in abusive way. It will not be assault where the restraint is necessary. Excessive force must not be used. For example, restraining a child:

* To prevent them harming themselves or others
* To prevent a child running away where you reasonably believe that they will put themselves at serious risk or harm’ (Holding Safely ).

Where any circumstances of restraint and/or seclusion have occurred then the **appropriate recording documents** (see below) should be completed and the child’s parents should be fully updated and debriefed, where possible, within the same working day.

In all circumstances a rigorous process of debriefing for staff and pupils involved. Planning should occur immediately following any incident. It is anticipated that where positive behaviour policies are in place and rigorously employed, the necessity for any such action should be rare.

Procedures are in place to create a database to record violence towards staff, health and safety issues and incidents of restraint and seclusion. This will be communicated with all schools when the system is complete. At present a revised and combined HS1a and VW1 form has been created and attached below and should be used by all schools and centres. Two different recording formats for restraint and seclusion have been developed for Tier 1 and Tier 2/3. These forms should be completed and returned to [Shared.Services@eastdunbarton.gov.uk](mailto:Shared.Services@eastdunbarton.gov.uk) directly after any incident. **Where there is an incident of restraint within a Tier 1 resource, the Education Officer should also be informed.**

 

Staff within Tier 2 and Tier 3 provision will receive additional training in managing behaviour that challenges. Section 3 of this document sets out the protocol for this training, which includes practical strategies in de-escalation and (where absolutely necessary) physical interventions.

It should be noted that for all provision (including Tier 1, 2 and 3) any **routine or regular use** of physical restraint or seclusion of children is viewed as a breakdown of organisational procedures in planning for behaviour that challenges. This should be the subject for a review by peers facilitated by the relevant, Education Officer and Additional Support Needs Manager. The GIRFEC Laision Group (GLG) will review processes and support within each school.

**Section 2: Pathways to assessment, planning and support: promoting positive relationships and behaviour**

**2.0 Role and responsibilities for promoting positive relationships and managing behaviour that challenges**

This section of the guidance sets out the roles and responsibilities and signposts guidelines for intervention and support at each level as summarised in the diagram below.

**Authority level-** facilitating quality improvement and peer support.

**Classroom level:** Engaging teaching and learning, organised and structured classrooms and positive behaviour promotion for all learners.

**Management team**: overview of practice and implementation of policy and training

School management

**Child and young person**: targeted support for individuals who display behaviour that challenges which includes collaborative planning and understanding of needs, individualised timetables, restorative solution focused approaches, and regular review of progress and celebration of success.

**Parents/carers** should work collaboratively with school staff to identify areas of concerns and establish strategies and approaches to support their child.

**2.1 School or provision management roles and responsibilities**

School and early years’ teams should:

* Introduce (and keep up-to-date) an organisational policy and procedures to promote positive relationships and behaviour. This should be created in consultation with all members of the school community including teachers, support staff and children and their families. The policy and guidelines for practice should be based on the core principles and values as set out in Section 1 of this document.
* Conduct a regular audit and overview across the school or educational provision of classroom and playground approaches to:

1. Promoting positive relationships and behaviour
2. Early identification and employment of strategies to support individual children with behaviour that challenges.

* Ensure regular training opportunities which introduce or reinforce learning on the core principles and values as set out in Section 1 of this document.
* Ensure regular opportunities for whole team and team-around-the-child reflective discussions on practice and guidelines.
* Ensure regular opportunities for the senior management team to reflect on the audit and policy implementation procedures and agree areas of success and areas for development.
* Ensure regular reaffirmation of school values and expectations of learning and social behaviour through assemblies, projects and reward systems. Any success in positive behaviour and relationships should be celebrated and shared.
* Ensure robust processes of communication between school/early years’ centres and parents/carers based on solution focused, child centred language that sets out shared expectations, targets for improvement and establishes and identifies progress.
* Ensure a clear overview and management in cases where behaviour that challenges is having a significant impact on the day-to-day functioning of the child or young person. Clear processes and procedures for risk assessment, planning, intervention and debriefing should be set out. There should be a clear chronology of recording and analysis of behaviour that informs all aspects of curricular and support planning.
* Ensure that accurate and comprehensive information is provided at all stages of transition

**2.2 Education authority managers’ roles and responsibilities**

There are times in the life of a school or early years’ centres when behaviour that challenges can have a greater impact than usual. This can be for a number of reasons such as, unexpected changes in staffing and management. The Education Officer, link Educational Psychologist, and ASN Manager should be made aware, at the earliest opportunity, of any establishment that is experiencing significant issues with behaviour that challenges.

The following strategies should be introduced to offer schools immediate support:

* A **Behaviour Support Visit** facilitated by the Education Officer and ASN Service Manager. The composition of the team will be decided and created to offer the most appropriate support for each situation, including peer school or early years’ managers where appropriate. The visit should support the senior management team to review practice, plan for change and create a clear organisational action plan.
* **A Leadership Learning Group** should be established to meet regularly for a set period of time to offer on-going reflective discussions and sharing of practice to develop the processes of change within the school or early years’ centres.

**2.3 Teaching and support staff**

All teaching and support staff are responsible for:

* Supporting the core principles and values set out in this document.
* Ensuring that they identify and address with the management team their own training needs with regard to: core values and approaches; risk management and planning; procedures for review and debriefing.
* Being fully aware of establishment policy, procedure and strategies with regard to promoting positive relationships and behaviours.

Class and early years staff are responsible for:

* Ensuring that the classroom or early years’ environment promotes a positive ethos and culture with clear expectations of both academic and social behaviour.
* Ensuring that processes of teaching and learning are motivating and engaging.
* Ensuring that the curriculum is differentiated and individualised.
* Playing a lead role in the analysis, planning and review of behaviour that challenges and be aware of de-escalation strategies, risk assessment and safety procedures.

**2.4 Child or young person and their parent/carer**

All children/young people and their families are responsible for:

* Supporting the school in creating a culture and ethos based on positive relationships, respect for all and inclusion.
* Supporting the school in collaboratively identifying any areas of concern and devising solutions.

All children/young people and their families can expect:

* To have the rights of the child respected in line with the UN Rights of Child.
* A safe and nurturing school or early years environment with a culture and ethos based on positive relationships.
* An environment where there is a shared understanding of developmental needs and where expectations are clearly communicated and reinforced.
* A curriculum and learning environment which will be adapted and differentiated to encourage engagement and which celebrates progress in learning and social development.
* Consistent communication, language and approaches to support positive behaviour across all areas of the school and nursery.
* A voice in creating school policy and activity.

**Section 3: De-escalation protocol (all Tiers)**

**3.0 Universal and targeted approaches to promoting positive relationships and de-escalation (Tiers 1 to 3)**

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children. Targeted support can be put in place for a minority of children that sets out interventions and strategies that are in place following identification of risk.

This should take the form of a risk assessment based on the record of chronology of all behaviours; including those that are considered challenging. The chronology should include: specific descriptions of behaviour; duration; frequency; context; and outcome. There should also be opportunity for reflective discussions on the possible causes or functions of behaviour and a regular, solution focused review of progress. Pupils who require additional support should have a plan in place, entitled the Pupil Management Plan (PMP) that details changes in the learning environment that should take place as a matter of course and specific strategies to be involved when certain behaviours are displayed. A De-escalation Intervention chart should be a brief accessible summary of key indicators of distress or anxiety and what staff should do and say to support the process of de-escalation.

Planning of this nature ensures that staff feel confident in addressing challenging behaviour. Staff team confidence and clarity in how to handle behaviour that challenges is critical in creating low arousal and calm environment. Where possible, all adults involved in working with the child or young person should be involved in a collaborative review of planning and risk assessment. The child or young person should be placed at the centre of all discussions and, where appropriate, their views and ideas should be sought.

A targeted Pupil Management Plan, De-escalation Intervention chart and Risk assessment is required when:

* It is likely that a pupil’s future behaviour may endanger their or other’s safety
* There is a pattern of behaviour which has caused concern over an extended period
* There is a single, exceptional incident which may be repeated in the future
* A pupil cannot access a specific aspect of their learning as a result of risk-taking behaviour or Additional Support Needs.



A De-escalation intervention chart, Pupil Management Plan and Risk Assessment are all working documents. Initially they would be written by the team around the child. This provides school staff with a simple tool to analyse behaviour and to support learning. When used appropriately they support a proactive, collaborative, solution-focused approach which provides a structure to open up dialogue about a difficult situation.

There is core practice that must always be in place for a child or young person who requires a Pupil Management Plan, De-escalation Intervention Chart and Risk Assessment:

* All staff should be familiar with the plan and be proactive in suggesting changes and additional solutions.
* After each incident there should be a debriefing meeting, this will allow for reflection and support for the staff member and the child or young person.



* All staff should be familiar with basic practice in managing low level disruption, recognising the anxiety/anger curve and de-escalation intervention and safe practice.

**3.1 Additional de-escalation approaches (Tiers 2 and 3)**

All children and young people should access educational establishments that promote positive behaviour, are proactive in anticipating and preventing behaviour that challenges and that minimise risk to all. The Council are committed to minimising the need for interventions in behaviour that challenges that involves the use of physical intervention or physical restraint. However, very exceptionally some pupils in specialist resources require support based on practices and techniques that may involve some form of physical intervention even at the most minimal level.

CALM is the organisation with chosen by the Council to deliver training, guidance and consultation on this issue. More information about CALM can be found here:

<https://calmtraining.co.uk/>

The CALM approach has two levels: Module 1 can be accessed by all staff and involves understanding behaviour that challenges and considering effective planning to support children and young people; Module 2 involves greater focus on de-escalation techniques and physical intervention techniques. Module 2 training will only be made available to some staff in Tier 2 and Tier 3 provision.

The justification for utilizing the CALM philosophy and implementing CALM Module 2 techniques in some EDC provision are as follows:

* CALM has a comprehensive Quality Assurance procedure.
* CALM techniques are compliant with Health and Safety legislation in promoting the well-being of staff and pupils.
* CALM techniques are designed to comply with legal requirements, national policy guidance and current research.
* The safety of both pupils and staff is promoted by only engaging in physical intervention to prevent the pupil harming themselves or others, with an emphasis on employing preventative and positive strategies.
* CALM physical intervention aims to maintain the dignity of all persons involved both in school and the wider community.
* The hierarchy within CALM techniques allows the minimum reasonable force to be applied at each level of escalation or de-escalation depending on pupils’ behaviour. Minimal hand movements between levels ensure that staff can easily move to a more or a less restrictive hold.
* The techniques are reassuring for staff. Increased skills improve the confidence of staff and their ability to manage difficult situations.
* Recording systems alert staff to foreseeable risks and determine the inclusion of specified CALM techniques in risk assessment planning.
* The use of CALM techniques is recorded and regularly reviewed.

**Physical intervention training cannot replace good practice and effective management. No system can offer a stand-alone answer to distress that is displayed as behaviour that challenges. CALM is only the last piece of the practice jigsaw, and should not be seen as the only, or principle response to promoting positive relationships and managing challenging behaviour.**

**The programme of CALM training in EDC.**

It is envisaged that in EDC all Tier 2 and Tier 3 establishments in EDC will have a minimum of one promoted member of staff and three other staff members who are trained in CALM Modules 1 and 2. All Tier 2 and 3 staff should have received training within a three year period of taking up their employment position on CALM Module 1 and this should be revisited or refreshed on an annual basis. Module 1 initial training takes a minimum of 1 day and refresher courses should take the form of 1 to 2 hour peer reflection sessions facilitated by senior management. The Module 2 training requires annual re-accreditation and all staff trained at this level will be recorded on a central database held by ASN management and CALM. Module 2 training covers physical intervention or ‘holds’.

EDC are working with CALM to train a group of staff with EDC to be able to offer training in both Module 1 and 2 ‘in house’.



**3.2 Summary of requirements of CALM trained establishments (i.e. Tier 2 and 3 establishments)**

* A minimum of 3 staff should be trained- ideally all staff will access module 2 training in Tier 2 & 3 establishments
* Staff must be released for regular recorded monthly practice sessions.
* A written behaviour protocol should be in place for each pupil that may require physical intervention. All staff involved should have a copy of this.
* Parents/Carers must be informed if CALM is used on their child.
* The possible use of CALM should be highlighted in your school handbook.
* De-briefing must be provided to staff and children/young people following an incident.