


Care and Control Policy



Oastlers Policy

Approved by Governing Body On	24 April 2018
To be Reviewed On	24 April 2019
Signed on Behalf of the Governing Body	

Introduction

The school has adopted the framework 'Management of Actual or Potential Aggression' (MAPA) as our preferred strategy for managing disruptive, aggressive and or violent behaviour.

The guiding philosophy of MAPA, and that of the school, is that we offer:

CARE – for all our learners and ensure they are treated with respect, afforded dignity and empathy in a non-judgemental and person centred approach.

WELFARE – ensure learners are offered emotional and physical support and encouraged to develop independent skills, make positive choices in order to develop positive emotional and physical well-being.

SAFETY – ensuring our learners are protected, safeguarding their human rights and minimising risk of harm.

SECURITY – in the school so that it is a safe place, applying effective approaches to managing challenging situations in a harmonious, collaborative community which fosters positive relationships.

The policy has been developed in response to DfE non-statutory guidance 'The Use of Reasonable Force' July 2013 (following the enactment of Section 93 of the 1996 Education and Inspections Act). It also takes cognisance of DfES, DOH Guidance for Restrictive Physical Interventions, 'Guidance on the use of restrictive physical intervention for children who display Extreme Behaviour in association with Learning Disability and/or Autistic Spectrum Disorder' (July 2002). Additionally, it follows the policies and guidance of Bradford Local Authority.

The policy should be read in conjunction with other school policies relating to interaction between adults and learners. These include:

- Behaviour Policy
- Relationships at Work Policy
- Safeguarding Policy including Code of Conduct
- Equality Information and Objectives Policy
- Anti-Bullying Policy
- Safe Touch Policy
- First Aid and Medical Policy
- Health and Safety Policy

The policy has been prepared for the support of all staff who come into contact with learners and for volunteers working within the school to explain the school's arrangements for care and control.

Purpose of policy

Good personal and professional relationships between staff and learners are vital to ensure good order in our school. It is recognised that the majority of learners in our school respond positively to approaches practiced by staff. This ensures the well-being and safety of all learners and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. The school acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary, and
- (ii) are provided with appropriate training to support children and staff with these difficult situations.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when learners, staff or property are at risk. As a member of the 'Restraint Reduction Network' we are committed to working towards creating a restraint free environment.

Underpinning Values and Principles (Restraint Reduction Network)

1. All people are entitled to equal enjoyment, social justice and the protection of human rights and fundamental freedoms. Regardless of the behavioural challenges learners may present, they will be treated with respect, dignity, and their *Care, Welfare, Safety* and *Security* will be maintained.
2. Oastlers School recognises that our learners will present challenging behaviours. We are committed to develop a personalised approach to care and support, which places the learner at the centre of everything we do.
3. We will endeavour to understand learners needs and are committed to listening to our learners, parents and carers in order to deliver a high quality service.
4. We are committed to reviewing the use of restrictive practice so that it is not misused or abused and remains the last not first course of action.
5. All physical interventions will be recorded and reported. This ensures transparency and allow us to learn from each and every episode so that our service is continually improved.
6. Staff who are trained to apply restrictive practice will be provided with training and clear information about the approach and are clear about how to complain if there is a concern about the measures are implemented in school.
7. Learners who have been subject to physical intervention will be provided with access to someone in school who they can talk to about their experience and have access to support, including Restorative Justice procedures to help heal the experience, post incident.
8. Physical Intervention will only be used as a last resort and will be used only when a situation is unsafe and if the learner, or others in close proximity, are in danger of immediate or imminent harm and where none restrictive alternatives cannot be used or have failed.
9. When physical intervention has been applied, staff will be clear they have a clear and justified reason for the use of the intervention.
10. Where possible, the use of physical intervention will be a planned strategy, taking into account history, physical and emotional needs in order to minimise distress, trauma or risk of harm.

11. Staff will not use physical intervention that is considered degrading, abusive or inhumane will not be authorised. Physical intervention will not be used as a punishment or to coerce and is not a substitute for a lack of resources.
12. The use of skilled deceleration, de-escalation and non-restrictive interventions are fundamental to our person-centred thinking, positive behaviour support, recovery and social inclusion.

Implications of the policy

The 'use of reasonable force to control and restrain learners' (Section 93 of the Education and Inspections Act 2006) enables school staff to use physical intervention as is reasonable in the circumstances to prevent a learner from doing, or continuing to do any of the following:

- Placing themselves at risk
- Placing other learners or staff at risk
- Behaviour leading to serious damage to property or committing a criminal offence
- Engaging in behaviour that is prejudicial to maintaining the good order and discipline at Oastlers School or among any of its learners, whether the behaviour occurs in the classroom, during a teaching session or elsewhere within school (including authorised out of school activities.)

Examples of situations where holds may be used:-

- To support a learner to exit the classroom, in a dignified manner, where they have refused to follow an instruction that poses a risk of imminent or immediate harm.
- To prevent a learner behaving in a way that disrupts a school event or a school trip or visit
- To prevent a learner from physically assaulting a member of staff or another learner or to stop a fight or other forms of extreme violence.
- To prevent a learner at risk of harming themselves.

MAPA Techniques

All MAPA techniques taught within the MAPA programme, which is accredited by the British Institute of Learning Disabilities (BILD), have been authorised for staff to use by the Headteacher.

MAPA levels of restriction are either:

LOW – that would be likely to be applied when moving around the school, transitioning between locations, involving one or possibly two staff and a single learner. It may be necessary to apply a low-level hold to escort a learner to the school's Intervention Room. The aim of this hold is to move learners safely to a quiet part of school to reduce tension, maintain the dignity of our learners and remove on-lookers that do not necessarily help a potential crisis. This hold is applied when the learner is walking with minimal physical contact between staff and learner.

MEDIUM – This hold, whether standing or sitting, usually involves two staff and a single learner. The purpose of the hold is to maintain the psychological principles to reduce the risk of slips, trips, falls or acts of violence. The hold itself may include elements of restriction to prevent further escalation of crisis.

HIGH – This hold will involve two staff and a single learner but may involve staff exchange if the hold is prolonged. The hold is more likely to be in a seated position with restrictions that prevents further violence, biting or other acts of violence that could result in imminent or immediate harm.

All MAPA holds will be the least restrictive possible for the least amount of time. They will be applied in a calm and respectful manner and reasonable and proportionate to the situation.

All interventions will be reported electronically on the schools child protection software known as CPOMS.

The school is further supported by CCTV which records images and may be used as additional supporting material where necessary for reporting purposes.

The school will not divert from its guiding philosophy:

Care – Welfare – Safety – Security

Authorised staff

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006, cited in DfE, July, 2013) It can also apply to people whom the Head teacher has temporarily put in charge of learners, such as volunteers or parents. (DfE, July 2013, pg. 4)

The Head teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last.

At Oastlers School **all** staff have had initial MAPA training on:

- Prevention, deceleration and de-escalation strategies
- Decision Making Managing Behavioural Risk
- Managing Behavioural Risk Using Disengagement
- Post Crisis Approaches

Additionally, the Behaviour Team are trained in LOW, MEDIUM and HIGH levels of restriction.

Training

MAPA is a BILD accredited programme from CPI. CPI is an international training organisation committed to best practices and safe behaviour management methods that focus on prevention. It has been in operation since 1980 and over 10 million professionals have participated in training programmes. Trainers are CPI Global Professional Instructors or Certified Instructors within organisations. Oastlers School is committed to implementing the accredited MAPA philosophy.

Further information about MAPA can be found at:

crisisprevention.com

facebook.com/CPIUK

twitter.com/CPI_Europe

youtube.com/crisisprevention

The school has also joined the **Restraint Reduction Network**. Information about the group can be found at:

Facebook.com/RestraintReductionNetwork

Twitter.com/theRRNetwork

Youtube.com/RestraintReductionNetwork

The MAPA training programme is based on four major disciplines:

Philosophy – Providing Care, Welfare, Safety and security

Psychology – Maintaining the therapeutic relationships throughout any intervention

Physiology – Understanding the biomechanical functioning of the body

Physics – Understanding the physical energy, force and motion

As with any use of physical intervention, MAPA techniques seek to avoid injury to the learners, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the learner remains safe.

Strategies for supporting learners with challenging behaviour

Please refer to the schools Behaviour Policy and Relationships at Work Policy for strategies used in school for managing behaviour.

Action after an incident

Procedures are in place to ensure that appropriate support is provided for staff and learners, and that following an incident learner/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

After every incident/crisis, procedures are in place for positive listening, learning and debriefing to support staff and learners. Relationships will be encouraged to be rebuilt and repaired to ensure that a positive learning environment is maintained. This philosophy sits alongside the schools' Cycle of Repair' process.

- **Reflection:** What did we do?
- **Repair:** Is there anything we can do to repair the relationship?
- **Re-build:** What we can do next time – learning opportunities.

Where staff have been involved in an incident involving physical intervention will be granted, where possible, the opportunity for a brief period of rest and relaxation and in the case of more serious incidents, access to counselling and support where appropriate.

The Head teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a learner, this will be pursued through safeguarding/disciplinary procedures.

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Recording and Reporting

All staff will follow this school's recording and reporting procedures. Incidents will be recorded electronically on CPOMS.

Appropriate documentation will be completed as soon as possible after the incident by all staff involved, normally within 24 hours. In the cases of medium and high holds, staff **must** report the incident to a senior member of leadership team, as soon as possible and before the end of the school day. Low holds will not be subject to formal recording.

Any injury to staff or learners must also be recorded in the Accident Book with details of any treatment provided. All learners will be checked by a qualified First Aider after physical intervention. Injuries will be reported to CBMDC Occupational Safety Section electronically through Incident Reporting Online Tool (RIVO), within five days of the incident. This system will report to the Health & Safety Executive as appropriate.

All incidents of medium and high holds will be reported to parents/carers, unless there is a signed agreement otherwise. Experience has shown that different families prefer to receive information in a variety of formats; we will seek to respond to parental preference and this may include a mixed menu of reporting mechanisms including standard letters, texts or phone calls. All reports to parents/carers will be logged on CPOMS.

Monitoring of learner behaviour

Monitoring of learner behaviour will take place on a regular basis and the results used to inform planning to meet individual learner and school needs. This will be included in the Headteacher's report to governors, along with any concerns about the impact of behaviour on learners and staff.

Complaints

Any complaints about staff will be investigated through the School's Complaints Policy or under the BSCB policy for Managing Allegations against Staff. If necessary, staff disciplinary procedures may be applied to respond to any concerns of misconduct.