Behaviour & Relationships Strategy
Pupil Behaviour - De-Escalation
Professional Development Pack (Revised)
A Handbook for Staff and Staff Trainers
Contents

Section 1  Setting the scene for using the De-Escalation Professional Development Pack (revised)  Page 5
Section 2  Ensuring a whole school approach: issues for head teachers  Page 12
Section 3  Communications and relationships in Schools: Strategies for staff  Page 17
Section 4  Addressing specific aspects of distressed or at risk behaviour (risk assessment and risk management)  Page 28
Section 5  What works? Functional analysis & problem solving  Page 37
Section 6  Ensuring a safe environment  Page 45

References  Page 49

Appendix 1  Relationships and Behaviour Strategy Summary Overview  Page 52
Appendix 2  Risk Assessment & Management of Student Behaviour Exemplar  Page 53
Appendix 3  Debriefing procedure to support students and staff  Page 57
Appendix 4  BILD (British Institute of Learning Difficulties) Code of Practice Principles  Page 58
Foreword

Within the context of Curriculum for Excellence, Getting it Right for Every Child and the National Improvement Framework, Fife Education and Children’s Services Directorate aims to achieve improved outcomes for all children and young people. This De-escalation Professional Development Pack is part of Fife’s Relationships and Behaviour Strategy aims to provide a range of interventions based on several overarching key concepts which are the foundations of a supportive and positive school environment. The pack links to other policies on Risk Assessment and Physical Intervention, which aim to ensure proactive management and minimisation of intrusive approaches.

It is recognised by Fife Education and Children’s Services Directorate that some students needs are greater than others and that staff must be supported in their professional development so that they can respond successfully to all needs. Research and experience shows that much can be done to mediate the extremes of challenging situations in school environments so that relationships can be developed and meaningful teaching and learning can occur.

Based on an original recommendation, developed and coordinated by Fife Council Educational Psychology Service, the first De-Escalation training pack was developed, trialled and evaluated by experienced Fife practitioners, with support from the trade unions. This pack was developed in conjunction with students who exhibit distressed behaviour which can put themselves and others at risk.

This 2nd edition of the De-Escalation professional development pack, has been developed by the Relationships and Behaviour Strategy Group with particular input from the Pupil Support Service, Special Schools and Psychological Service, in response to requests from schools, trade unions and other professionals who had found the original pack highly useful and practical.

Executive Director
1. Introduction

1.1 Effective professional development for school staff, in managing behaviour, is best understood within a framework comprising structures, procedures and strategies aimed at supporting students and managing behaviour in a planned and systematic way. This pack will differentiate between effective support for students and school discipline strategy (which is an essential part of the effective management of any school).

1.2 This professional development pack provides materials which are part of the Fife Council Education and Children's Services Strategy for Behaviour and Relationships. These materials have been developed on the premise that managing behaviour successfully has everything to do with how establishments are organised, how education staff deploy their skills and how stakeholders are supported and involved in planning and decision-making around children and young people.

1.3 In keeping with the principles of Getting it Right for Every Child, the De-Escalation professional development pack explicitly recognises established practices and procedures which enable schools and other establishments to make provision for managing students’ behaviour effectively. The most effective methods are preventive and proactive and employ whole school strategies and approaches. These include: whole-school nurturing approaches, positive behaviour management, self-regulation techniques, restorative approaches, Rights Respecting Schools and many other generic strategies which minimise conflict and support calm, high quality learning environments. The pack offers materials and guidance to complement these practices (see Appendix 1 Key Concepts of Relationships & Behaviour Strategy in Fife Schools).

1.4 Most sections have presentation slides and accompanying explanatory notes covering the themes for that section. Some slides are self-explanatory and do not require additional notes. The different sections of the pack can be ‘mixed and matched’ to suit the training and development needs and issues relevant for each particular context. Those supporting staff development are advised to have a good working knowledge of the entire pack prior to planning professional development sessions. A schools link educational psychologist should be involved in planning and delivering professional development sessions, alongside school staff.
2. How the De-escalation Professional Development Pack was developed

2.1 The original De-Escalation professional development pack was developed by a Fife based working group of experienced practitioners, representing education staff who work with the full range of children and young people, including those with social, emotional and behavioural support needs. Following this, the pack was piloted and evaluated by a number of mainstream and specialist educational establishments across Fife. Feedback and suggestions received during the pilot and evaluation process were incorporated into the final pack.

2.2 As part of the revision and update of the pack, Fife Council Educational Psychology Service carried out a further evaluation during 2015. This involved educational psychologists seeking feedback from a range of staff in schools about the implementation of the pack and its impact on outcomes for children and young people. Feedback from users of the pack was highly positive, resulting in the decision to update and reissue the pack. Recommendations from this research have been incorporated into the revisions.

3. Professional Development Pack Rationale

3.1 The main premise of the training materials is that where schools promote and implement:
- effective and high quality learning and teaching
- positive relationships between staff and students
- effective systems and strategies including promoting a ‘Team Around the Child’ Approach (GIRFEC)
- effective overall management of all of the above

The majority of distressed/at risk behaviours can be mediated and often prevented.

3.2 Ensuring and implementing high quality learning and teaching, effective behaviour management systems and positive relationships in schools are the essential building blocks on which to build more specialised approaches to managing extreme behavioural challenges. It is also well established in research that a very powerful method for improvement and progression is the examination of what can be learned from mistakes and situations where strategies do not work.

4. Purpose of this Professional Development Pack

4.1 The purpose of the De-escalation professional development pack is to support schools and other organisations to establish effective practices and approaches in positive behaviour management and to manage extremely distressed/at risk behaviour in a practical, effective and safe manner in any specific context.

4.2 The pack provides CPD opportunities which embed best practice principles and are also of practical significance to all schools and other organisations. From that perspective, it is anticipated that the revised pack will provide CPD opportunities for a wide range of staff, not only those experiencing or managing very distressed/at risk behaviour.

5. Aims of this Professional Development Pack

5.1 The aims of the De-escalation professional development pack are:
- to support senior management in schools and organisations to ensure all appropriate proactive procedures regarding positive behaviour management and staff support are in place and functioning effectively
• to provide customised training for staff and managers which is context specific and supported by their link educational psychologist
• to provide training in keeping with Fife Council Education and Children’s Service’s inclusion principles
• to support schools and organisations to develop strategies to defuse very challenging situations and avoid such situations in future
• to support school and organisations senior management teams to identify appropriate staff training needs
• to support schools to promote positive relationships between staff and between staff and students
• to enhance and improve outcomes for children and young people
• to improve learning and teaching.

5.2 With regard to any form of physical intervention, the approach explicitly advises against this except where a child is placing her/himself or others at major risk of harm.

6. Setting the context

6.1 Organisational and institutional problems cannot be addressed by using professional development packs aimed only at the management of student behaviour. A focus on within-child deficits and individual behaviour difficulties will not by themselves achieve an effective staff response. Effective organisational systems, procedures, staff skills and attitudes are critical to the success of staff professional development regarding behaviour management.

6.2 Whole school approaches, positive staff ethos and high quality learning and teaching are the foundation on which more intensive behaviour management procedures must be developed.

6.3 The literature in this area is clear that staff development programmes which do not acknowledge the elements of organisational effectiveness, produce mostly negative outcomes. Typical organisational barriers include:
• inconsistent staff responses to student behaviour
• punitive staff attitudes
• staff fear of specific students
• low levels of staff interaction with students
• poor staff morale
• unclear organisational aims and vision
• inconsistent implementation and/or lack of clear procedures
• inconsistent multi-agency working
• an unwillingness to examine what went wrong
• learning experiences that do not match learners’ needs

6.4 Where organisational problems remain unacknowledged and unaddressed by a professional development input, the most likely outcomes are frustrated and unhappy participants.

6.5 It is important that those involved in delivering professional development sessions, are clear about what should already be in place in the school context and that they provide detail about what is currently available within the Fife Council Education and Children’s Services context with regard to procedures and developments. For example:
• corporate policies and procedures
• specific procedures e.g. exclusions procedures, risk assessment and risk management procedures
• positive behaviour management initiatives.

6.6 Any professional development input is more likely to be effective where schools and organisations can demonstrate the necessary elements of an effective ethos, readiness for improvement and preparedness to embrace necessary change, for example:
ensuring positive staff relationships; well-targeted interventions; the facilitation of a calm, welcoming school environment; curricular activities designed to meet the needs of all students; effective school record keeping systems and a Quality Improvement / Self Evaluation culture and practice.

7. How to use this Professional Development Pack

7.1 Prior to organising professional development sessions in school, the Self-Evaluation Audit Tool (SEAT) (See Section 2) should be used to help school management identify specific school staff professional development needs. This includes identification of current Education and Children’s Services initiatives which would be most appropriate to each individual school and organisation context, as well as the type of challenging situations being experienced by staff and young people.

7.2 The school’s link educational psychologist must be involved in supporting the school/organisation in the process of using the Self-Evaluation Audit Tool. The audit may identify tasks, school procedures and staff professional development essential to the school’s effective management of relationships which are available through means other than those provided through this professional development pack. For example, the school may have no restorative or positive behaviour management procedures in place. If this is the case, schools should, in most instances, as part of School Improvement Planning, ensure these processes are established first rather than accessing the De-escalation professional development pack.

7.3 Once it has been agreed to use the De-escalation professional development pack, school management, in conjunction with their link educational psychologist, should identify which sections of the pack will be most suitable to address staff development needs. Dates, timescales and the team to be involved in delivering professional development sessions, should be agreed at this stage. It is anticipated that an appropriate team to deliver sections of the professional development pack would include: school staff, school management representatives and the link educational psychologist. Other partners, such as Support for Learning Team representatives, may also be identified through the SEAT as potential contributors to training programmes.

8. Teachers’ responsibilities

8.1 Teachers are bound by their professional duties as outlined in the Code of Professionalism and Conduct (GTC, 2012). They should ensure a good knowledge of all the duties described in the Code. This has particular importance with regard to teaching and building relationships with vulnerable students who, for various reasons, can exhibit distressed and sometimes dangerous behaviour while they are in school. Teachers also have an important part to play in guiding and supporting the roles that support staff play in working with young people.

8.2 School and other organisation managers have a particular duty to ensure that they take responsibility for achieving a balance of staff and student welfare. Managers must ensure the effective implementation of school systems and Council procedures, alongside appropriate opportunities for staff development and partnership with young people and their families. The principles and expectations informing the framework of the De-escalation professional development pack link directly with a number of quality indicators as outlined by the Education Scotland Self-Evaluation Framework HGOIS 4 e.g.

1.1 Leadership and management of staff
2.1 Safeguarding and child protection
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion.
De-escalation Training
Section 1
Introduction and scene setting

Aims
To
- Improve learning & teaching outcomes for students
- Support schools to defuse distressing situations so that they can be avoided in the future
- Provide school staff with a self-evaluation tool to identify appropriate staff development needs
- Support school staff to organise the school environment, staff, and procedures to ensure that any perceived need for physical intervention with pupils is avoided

Purpose of this training
To support schools staff to practically, effectively and safely manage very challenging student behaviour

What this training is not
- A quick fix
- An easy answer
- Training on extensive physical intervention techniques
What outcomes should we get from this training

In terms of evaluation, if used appropriately, this training should achieve:

- Identification of priority tasks for schools to address challenging behaviour
- Identification of staff training needs
- Helpful strategies for school staff, pupils and parents/carers
- Protocols and procedural prerequisites for organisational support
- A reduction of challenging behaviour in school
- Staff skilled, and confident in the management of challenging behaviour

Setting the context: challenging behaviour training programmes

Research conclusions

- Some training programmes are associated with positive outcomes
- Many training programmes are associated with negative outcomes
- Training too often is used instead of addressing organisational culture malfunction

“A huge world-wide training industry is based on only 11 studies which contain limited evidence of training utility. Staff training may at times increase confidence and in a limited number of cases reduce assault rates, however this review suggests that this may be rarely the case.”

(Allen 2000; McDonnell 2005; HSE 2006)

“Can often increase participant anxiety and suspicions of the need for training and lead to feelings of insecurity and having to cope alone when it comes to dealing with violence and aggression.”

(HSE 2006)

Effective organisational systems, procedures and staff skills are critical to the success of staff training in managing pupil behaviour and relationships. Whole school behaviour management procedures; effective staff skills in self-regulation and restorative approaches; positive staff ethos and high quality learning and teaching are the foundation upon which more intensive pupil management procedures must be developed.
**Behaviour management: Responding effectively**

**Barriers**
- Inconsistency of staff responses
- Punitive staff attitudes
- Fear and avoidance
- Low levels of interaction between staff and pupils
- Low staff morale – focus on control & restrictive response
- Lack of/poor training / misunderstanding support needs
- Absence of agency vision/practice model/policies etc.
- Lack of/subversion of care plans & risk assessments
- Problems with multi disciplinary working
- Judgemental perspectives and ‘personalisation’

**Interventions are more likely to be effective if:**
- Effective and positive relationships between pupils & staff, staff & staff, school and parents etc. are present.
- They build on existing strengths in school
- They seek to develop staff competencies
- The school environment is well planned and organised
- Learning and teaching match the strengths and needs of individual pupils
- Staff are enthusiastic and flexible in their teaching techniques
- Effective school assessment record keeping procedures exist

**Suggested pre-requisites for effective training**

- Corporate policies and procedures
e.g. Health and Safety, Staff Welfare, Behaviour and Discipline Strategy
- Specific policies and procedures
e.g. Standard Circulars: Exclusion, Physical Interventions, Risk Assessment and Risk Management
- Specific establishment policies
e.g. taking account of local needs and necessary procedures for implementation of specific strategies

How well are all of these performance elements functioning in your school?
Section 2
A Whole School Response

1. Introduction

1.1 It is essential that school managers ensure that all procedures and initiatives are in place so that the school environment functions to manage student behaviour effectively and positively - these are the foundations of appropriate staff support. If schools’ procedures and systems are functioning well, there is high quality learning and teaching, and communications and organisational planning are effective, it is much more likely that school staff and students will experience a positive school ethos. A positive school culture will in turn, facilitate positive staff relationships with students and nurturing approaches towards them.

2. What should schools do?

2.1 The School Self-Evaluation Audit Tool (see overleaf) provides a framework for identifying the elements which should be in place so that a safe, positive and proactive school environment is established and maintained. The Self-Evaluation Audit Tool (SEAT) is for school management to use for the purposes of planning and intervention and can be used over a period of time as part of overall school development and improvement planning. The SEAT should be completed with the support and advice of the school’s link educational psychologist. A copy of the completed SEAT should be made available to the school’s Education Officer for information. Schools may also consider using the nurture evaluation tool HNIOS (How Nurturing is Our School?), developed by Fife Council Educational Psychology team, which provides a much more ‘in depth’ look at whole-school nurture approaches.

3. Additional activities for school managers

3.1 The activities and questions outlined in this section are designed to support school managers to consider the range of management priorities raised by behaviour and relationship issues.

3.2 Questions:

- What do you regard as your main ongoing priorities in terms of behaviour and relationship issues in your school?
- What proactive and preventive measures do you still need to put in place?
- What do you regard as the key events regarding behaviour and relationships which you always try to keep a close eye on?

3.3 Scenarios

In your role as a school manager, how would you see yourself responding to the following types of scenarios in your school?

1. Some students have significant additional support needs and meeting these needs does impact on staff time and staff expertise. Such students may have partner agency involvement. What steps would you take to ensure that each individual student has their needs met, while balancing the impact of this on the life and work of the school?

2. Sometimes groups of students can behave inside the school, or in the playground, in a manner that others may feel is threatening or intimidating. There may even be a potential to unbalance the school’s positive ethos. How would you address this difficulty?
3. Working with partner agencies can bring about additional administrative or organisational tasks. How do you organise things to ensure effective input? How do you organise time for completion of the necessary paperwork so that you make the best use of the possibilities for support?

4. How do you ensure a collegiate approach from your school staff when dealing with behaviour and/or discipline matters in your school? i.e. as a school manager, how do you ensure that all staff understand that they have a positive role to play and it is not just up to school managers to model understanding and problem solving approaches with students?

5. A common problem is that teaching staff feel they do not always have time to fill in the paperwork in connection with behaviour and discipline incidents. This can make it difficult to link to parents and identify additional support needs. How do you approach this issue?

6. For schools with a Centre / Department of Additional Support or equivalent

- What is the present composition of your ASN Centre / Department in terms of staffing and is there an appropriate focus upon the quality of learning?
- Have you contacted the Pupil Support Service and educational psychologists for advice on managing behaviour? If so, are you maximising the potential of these and other partnerships?
- How important is specialist support and partnerships within a school in the context of dealing with behaviour and relationships concerns?
Self-Evaluation Audit Tool (SEAT)

Prior to using the De-Escalation professional development pack, school management should complete the following in consultation with the link educational psychologist.

<table>
<thead>
<tr>
<th>Name of school:</th>
<th>School manager:</th>
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<table>
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<tr>
<th>Link Educational Psychologist:</th>
<th>Date:</th>
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1a) Please record all relevant school initiatives currently implemented to support and manage behaviour:

Consider with your EP the impact and outcomes of the initiatives implemented and further steps required:

2. When was the School Relationships & Behaviour Policy updated?

3. Do all staff have a copy and an awareness of the school policy and Fife Council Education and Children’s Services Relationship & Behaviour Strategy?

4. Do all staff have knowledge of nurturing approaches?

5. Do all staff demonstrate nurturing approaches as part of their classroom practice?
6. Identify any necessary practical changes that could be made to the school environment to make it more nurturing and safer:


7. Identify any school rules or routines which should be changed to make the school context more nurturing and safer:


8. Are there any specific practice issues which need to be addressed? e.g. curriculum differentiation, teaching & learning approaches, classroom organisation skills etc?


9. What aspects of your School Improvement Plan have addressed proactive / preventive approaches to supporting and managing student behaviour?

NEXT STEPS

10. Which elements of the pack to be used by school?

Staff/Services to be involved: 

Pack Sections to be Used: 

Timescale/dates: 
Section 3
Communications and Relationships in Schools: Preventive Approaches and Strategies for Staff

1. What makes a well organised, effective school or organisation?

1.1 It is recognised that students’ needs must be understood by educationalists alongside awareness of competing family pressures such as interactive media, shifts in social attitudes, poverty and adversity issues. In a complex context of social changes and competing demands, schools and organisations can and do have an impact on the lives of students, their families and whole communities. Most disruptive behaviour in education settings can be minimised and effectively managed by staff through the development of positive relationships and resilience building. Schools can provide support to ensure that students’ mental health and wellbeing is improved or enhanced.

1.2 It is important to recognise the difference between the need for effective school discipline, which is necessary to enable schools / organisations to function, and the rights and support needs of individual students and staff within the school. A balance between effective support and good school discipline helps to create a positive ethos within the school.

2. Helpful initiatives to create the right ethos

2.1 The training team may wish to consider possible examples of non-confrontational practice e.g. maintaining a positive tone; avoid the use of sarcasm or provocative comments; where you know the student will respond well, consideration of the use of humour etc.

2.2 Our own beliefs and values should be reflected in our behaviours, attitudes and language. It is worth remembering that students are acutely sensitive to the belief systems we model in our behaviour and are quick to pick up and respond to these.

2.3 It is not the intention, through this development pack, to provide detail about other initiatives which are already in many schools in Fife; that is the job of each school’s managers as part of school improvement planning. The following exemplars are provided for reference only:

Whole school nurturing approaches:
Based on theories of attachment and resilience, these initiatives involve staff training about the theories and research focusing on the impact of early parenting on young children. Staff who understand that attachment issues are key to why children behave in certain ways are better equipped to create positive solutions and nurturing environments so that students are emotionally ready to engage with learning. Staff who are able to provide students with a consistent and reliable response to their needs will help them to develop and maintain trusting relationships. In turn, the child or student is more likely to develop confidence and a sense of security and independence. In this context ‘nurture’ is taken on as a whole school/organisational responsibility where all students have frequent opportunities to observe and learn from nurturing adult role models via everyday interactions, communication and relationships.
Self-Regulation:
A way of working with students which gives them a framework to help them to manage their own responses, behaviours and impulses, by supporting them to develop, over time, new ways of thinking and managing their behaviour. It enables the individuals to make goals/targets and think through the actions required to achieve those goals (Goal, Plan, Predict, Do, Review). Routine repetition of agreed scripts is a significant part of the self-regulation development.

Restorative Approaches:
These approaches aim to improve behaviour and relationships in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self-awareness. Based on a non-judgemental approach, key questions are asked to engage the individual who has caused harm in taking responsibility for their actions and repairing the relationship with those who have been affected.

Time out approaches:
Aim to give teachers and staff a guide to how to manage effectively students who for a variety of reasons, may need space and time to become calm and self-reflect. Staff should consider strategies which empower students to make the right choices and where students can be enabled to choose time out as a safe option. Time Out (see References) can be a useful strategy for classroom management. Educational practice needs to address the confusion relating to the intervention where a child or young person spends some of his/her time outside their usual classroom. The aim of this approach should be to de-escalate a situation or to support a young person to become calmer when feeling overly agitated.

Fife Council Education & Children's Services Directorate Guidance on Time Out addresses the issue of a range of differing terminology and practice being used in schools to greater and lesser effect.

Rights Respecting Schools:
This approach seeks to put the rights of the child at the heart of a school's ethos and culture. It is best rolled out as a whole school approach, across the whole community, typically with schools' managers or another designated “champion” to drive it forward. When truly adopted, modelled and embedded in the school culture, it can improve well-being, and develop every child’s talents and abilities to reach their full potential. Through all staff (teaching and non-teaching) modelling rights respecting language, a restorative approach is promoted where all rights are given unconditionally and relationships are enhanced. As part of school planning, practice and policies, it can become a sustainable model which should leave a “legacy without a leader” and help to build capacity across current and future staff. When applied in cross curricular learning pathways, the rights are evident through class work, assemblies, whole school focus projects, charity work and can be voiced through class representatives on a UNICEF student focus group. The impact of this process is both unique and tangible within the school and community. It allows a shared language between students and between staff and students to address issues and offer solutions through a feeling of real partnership and peer support.
3. What makes a well organised effective classroom? Effective support is critical to effective discipline

3.1 Influence v control

**Task 1**
Discuss with training participants:

- Should we seek total control in the classroom?
- If so, what are the downsides of this?

The point of the discussion should be that the teacher cannot control everything, except at a cost to his/her own sanity. Education staff can however:

- Manage their own behaviour
- Manage the environment they work in
- Ensure their communication with students is appropriate
- Influence relationships in classrooms
- Maintain high expectations of students
- Keep rules and routines short and simple e.g.
  - “Put your books away before leaving the room”
  - “Only talk to people in your group”
  - “Wait till it’s your turn to speak”.

3.2 Teacher response styles

Staff attitudes and skills and the nature of the interactions teachers have with students are essential elements of behaviour management. The assertiveness model offers a simple framework to describe interactive behaviours helpful in promoting positive relationships and a constructive influence over others. It also gives us an opportunity to think about different teaching and learning styles and reflect on our own practice.

**Hostile response**: where individuals demonstrate unfriendly responses and interact with students in a very negative manner.

**Non-assertive response**: indecisive, helpless type behaviour and an avoidance of potentially difficult situations. This can result in decreased self-confidence and a loss of teacher authority and control.

**Assertive response**: to strike the correct balance we must try to demonstrate a positive, assertive response style to ensure that the confidence of both parties is preserved. This is an interactive style in which the teacher is appropriately directive without being inappropriately demanding. Rules and acceptable boundaries are fair and set in advance, without being overbearing or didactic.

3.3 Teach good behaviour – don’t just expect it

Students who come from chaotic family backgrounds are unlikely to have learned self-regulation skills. It is unrealistic to have expectations that all children will know how to behave. Some will need to be shown and have opportunities to rehearse:

- school is a different context from home
- rules in school are often different compared with home
- these rules have to be made explicit; e.g.
  - “we ask if we need to leave the room”
  - “we listen when someone is talking”
  - “we don’t swear here – it’s a classroom”.

Model the behaviour you want to see:

- Behave as you wish the students to behave
- Make sure you start classes on time
- Avoid meeting anger and agitation with anger and agitation
- Avoid taking things personally
- Acknowledge – don’t react.
Task 2
For discussion
Acknowledge that sometimes it is difficult to do what is described above.

Get participants to reflect on the following:
- How do you check your own behaviour?
- What safeguards do you have to maintain your resilience?

3.4 Managing emotions
Individual staff should be aware of their own emotional state and what can upset them. Everyone gets emotional at times! Being aware about what may trigger an emotional response is vital for all professionals who work with a range of students. Awareness of potential triggers means staff are more likely to manage themselves calmly and takes steps to maintain a sense of calmness even when being challenged significantly by a student.

As part of building a positive and non-judgemental school ethos, avoid judgemental labelling. These are often not just about the individual child but can easily be used to describe whole families, schools, streets. A health warning is issued here about staff rooms! It is easy for individuals to end up with a label even before a member of staff has met them.

3.5 Direct towards successful outcomes
The literature on classroom and behaviour management identifies a range of useful skills and tactics employed by effective teachers in managing low tariff disruptive and off-task behaviour. Being a good role model, using early intervention, consistently demonstrating respect, having high expectations and making appropriate use of praise all help to minimise the likelihood of unwanted behaviour spreading and escalating.

It’s important to communicate what we want the students to do instead of what they should not do. Avoid using the words ‘Do Not’ and couch our language in more positive terms. Tactical ignoring can be useful; sometimes our attention can reinforce or encourage certain types of unwanted behaviour.

3.6 Catch them being good
The vast majority of school students enjoy receiving, and respond appropriately to, genuine praise and recognition of their efforts and endeavour. Make good use of role models. Try to share responsibilities in class. Giving praise to students on task, frequently helps to bring others who were off-task back on board. Whenever possible, it is beneficial to give specific praise to the student who returns to task.

3.7 Non-verbal communication
Individuals will pick up on non-verbal cues. Emphasise the importance of congruence between the words and non-verbal communication. Give examples from everyday life e.g. “Nice to see you back” will only convey the right message if accompanied by welcoming body language.

3.8 Body language
Elicit examples from participants e.g. eye contact, smiling, nodding, thumbs up, relaxed but assertive stance – shoulders down, arms by side, sitting, non-defensive stance etc.
Task 3
In pairs, ask participants to role play different types of body language (one person to perform the behaviour, the other person to be on the receiving end of the body language behaviour then swap).

Ask participants to report back what impact and feeling resulted from each body language example.

Standing face to face can be threatening and confrontational, the student may feel cornered or perceive a threat.

Note the importance of personal space and how this may differ for different individuals depending on their own experiences and issues. As staff members, it is important to be aware of this and respond sensitively. As a rule of thumb, intimate space is 0-0.5m, personal space 0.5-1m and social distance 1-3m. Stay on the edge of personal space when things get heated but not so far away that your ability to relate and influence diminishes.

3.9 Refocusing
- Bring students back on task by questions, quiet praise, privately repeated instructions;
  e.g. “Are you finding this bit tricky?”
  “That’s looking good so far”.
  “Remember to show your working”.
  - Give students thinking time and time to respond;
    e.g. “Let me know when you have the first 6 done”.
    “I’ll mark that once you’ve got a bit more done. Let me know.”
  - Walk away, give the student time to get started without feeling under pressure.
  - Be confident and assume compliance, smile, say ‘thank you’, and ‘please’;
    e.g. “Work at this table. Thanks”. “Pass me that over please”.

3.10 Rule reminders
Students are more likely to adhere to class rules when they have been instrumental in discussing and agreeing them. Effective teachers are viewed by their students as being fair and consistent when applying rules in class.

It’s also important that the consequences of not working within the ‘rules’ are agreed and understood by all students. Apply consequences phrased as a choice rather than a direct instruction or ultimatum. This gives the student an opportunity to retain some control, maintain a level of self-confidence and make a positive choice.

3.11 Use of the language of choice
Give the student responsibility for their behaviour:
  e.g. “Could you take a minute to think this through?”
then
  “Thank you; that was a good choice”.

This way, good choices can be acknowledged and the student is encouraged to take responsibility for his/her behaviour.

3.12 Avoiding confrontational practices
It may be possible to ignore confrontational posturing and tones of voice that students may use. It is important to stay focussed on the issue which is of concern. If the situation is becoming difficult, try to take ‘time-out’ from the situation for the sake of both yourself and the student. Time to review and reflect is crucial.

Avoid what, how, why questions as these are likely to cause the student to respond defensively, especially if he/she perceives that blame is being directed towards him/her.

Time Out Approaches when correctly used, can be a beneficial de-escalation tool. They
can provide the student with an appropriate means of reducing anxiety and frustration, resulting in feeling calmer. For example, effective use of an agreed time out approach can be targeted towards helping the student to be ready to engage or re-engage in the learning process (See References for Time Out link).

3.13 Exit strategies

It is imperative that, through collegiate working, all members of staff are fully aware of departmental and school procedures for dealing with potentially violent and dangerous incidents. This is particularly important if a student threatens to leave or actually leaves a classroom without permission. It is also important to know the procedure for getting assistance when a teacher believes that it is no longer safe or appropriate for a student to remain in class. If the student is threatening to leave class they should be reminded that this will be a choice that they are making.

**Staff should not try to physically block the exit route of an angry or highly agitated student. As soon as the student leaves the room agreed school procedures should be put into action.**

(See Appendix 2 Risk Assessment and Management of Student Behaviour, and References FISH links to Risk Assessment, Physical Intervention Guidance).

4. Further tasks

The following is a list of suggested activities for small groups, from which the presenters can choose, as appropriate. This will depend on relevance to audience, time available, desired learning outcomes, etc.

(Total time 20mins)

Individually

Think about a situation involving distressed/at risk behaviour which had a positive outcome.

- what was your role?
- why was it successful?
- what did you learn?

Discuss in pairs and take feedback from the whole group.

What were the key features that contributed to a positive outcome?
De-escalation Training
Section 3
Communication and relationships in schools

What makes a well organised, effective school

- Effective leadership
- A collegiate, whole school approach to behaviour management
- An agreed behaviour management policy and strategic plan
- Positive and assertive attitudes and skills
- Curricular flexibility and access including, where appropriate, flexible packages
- Effective pupil support teams
- External support services
- Parental support and involvement
- Positive pupil attitudes and skills

20 years of social change

- Changes in the structure of families and communities
- The effects of social exclusion and disaffection
- The progressive recognition of young people’s rights
- Peer group effects
- Social media
- The effects of drugs and alcohol abuse on some families and communities
- The impact of increased identification of dyslexia, ADHD and autistic spectrum disorders etc.

Helpful initiatives and creating the right ethos

- Effective nurture approaches
- Early intervention
- Effective teaching (awareness of different teaching and learning styles)
- Model the behaviour and attitude you want to see. Use non-confrontational practices
- Self-regulation principles and approaches
- Buddying systems (peer support)
- Restorative approaches
Areas we have influence over – influence rather than control

Classroom organisation
- Building positive relationships
- Setting clear agendas
- Holding high expectations
- Being consistent
- Displays of work
- Seating plans / Classroom environment
- Classroom routines
- Keep directions short and simple

Teacher response styles

A non-assertive response style is one in which the teacher is passive and inconsistent in responding to pupil behaviour.

A hostile response style is one which the teacher frequently responds to pupils in a negative, authoritarian manner often at the expense of a pupil’s feelings and self-confidence.

An assertive response style is one in which the teacher clearly, confidently and consistently states their plans and expectations.

Teach good behaviour – don’t just expect it

- School rules and routines are different from outside school, so need to be taught
- Say what you want, not what you don’t want
- Have realistic expectations
- Build positive relationships, initiate conversations

Model the behaviour you want to see

- Don’t react to the behaviour you’re getting
- If you want the pupil to be calm/enthusiastic, you must be calm/enthusiastic
- Pay attention to the way you greet pupils on arrival to your class
Managing emotions

- Adopt a calm, rational manner and keep emotions in check
- Be prepared to listen
- Avoid labelling / judgemental statements
- Avoid threats

Direct towards successful outcomes

- Show basic courtesy e.g. holding doors
- Make it clear it is the behaviour, not the person, you are critical of
- Use of ‘ignoring’ where appropriate
- Focus on the behaviour you want
- Associate good behaviour with the person

Catch them being good

- Notice, recognise, appreciate
- Use positive cueing
- Focus on those who’re doing well first/use frequent praise

Non verbal communication

The actual message heard is picked up from:

- Body language: 55%
- Tone of Voice: 38%
- Words Spoken: 7%
**Body language**
- Use of gesture, non-verbal messages
- Tone of voice
- Consider posture and position when having difficult conversations
- Be aware of issues of personal space / eye contact / body language

**Re-focussing**
- Steer pupils back to being successful
- Be confident and assume compliance, smile, say ‘thank you’, and ‘please’
- Private conversations – acknowledge difficulties, feelings
- Questions to re-focus
- Privately repeated directions
- Allow time to respond
- Use peer support / plan group work

**Rule reminders**
- Class ownership of rules
- Teach and support pupils to understand consequences
- Maintain a consistent approach

**Use the language of choice**
- Give pupils responsibility for their own behaviour
- Praise good choices
Avoid confrontational practices

- Avoid direct arguments
- Avoid being drawn into secondary arguments
- Ignore secondary behaviours if possible
- Avoid what/how/why questions
- Avoid blocking exits

Defusing techniques

- Diverting
- Planned Ignoring
- Proximity
- Humour
- Child-proofing the Environment
- Broken Record Technique
- Remove Audience
- Use of Space
- Use of Silence
- Active Listening

Time Out

- Short-term intervention
- To reduce the young person’s distress
- Never punitive
- To induce a safe environment

Time Out

Should be:

- A means of de-escalation
- Used to promote the young person’s readiness to learn
- Embedded in a consistent school approach
Section 4

Addressing Specific Aspects of High-Risk Behaviour

Risk assessment and management of student behaviour (See Appendix 6)

This section is based on the policy Risk assessment and management of student behaviour but seeks to build on training materials developed as part of professional development sessions with staff in schools across Fife. The detail of how to use the risk assessment and risk management process is provided within the policy and in the slides accompanying this section. The aims of risk assessment and risk management are to:

- aid anticipation and identification of likely causes of problematic incidents
- prevent or minimise the recurrence of problematic incidents
- identify positive solutions whilst promoting positive outcomes for students
- plan and intervene in the best interests of students and staff
- use school-based record keeping systems to inform the risk assessment and management process

1.2 The impact and outcomes of a risk assessment and risk management process should be to:

- minimise future risks to students and staff
- identify a plan of appropriate support for the student
- provide a plan of appropriate support for staff
- use the framework of GIRFEC and the child wellbeing pathway to provide a coordinated multi-agency response to the needs and risks identified by the risk assessment
- ensure the involvement and participation of parents, students and relevant professionals for the best interests of individuals concerned
- set a date for review within an appropriate timescale (level of risk dependent)
- improve learning and the learning environment for all and enhance life chances for students; getting it right for every child

1.3 Risk assessment and risk management should be used sparingly. It should be used when it is identified that a risk assessment and risk management approach would be helpful to support staff manage an exceptional situation. The process involves assessment, planning and intervention so that the needs of the student are carefully identified and understood and school staff, the student and parents/carers feel confident and well-informed about has been planned and agreed.

2. Professional development tasks

2.1 The scenarios below are based on real situations but have had details changed to maintain confidentiality. A range of scenarios have been provided to reflect a variety of different situations including mainstream schools and specialist education establishments.

In groups nominate a chair and someone to take brief notes.

Spend not much more than 5 minutes on each scenario. Imagine you are a member of the school management team. Try to reach a consensus regarding:

1. Is the scenario suitable to carry out a risk assessment and risk management procedure?
2. If yes, who should be involved and what outcomes are you trying to achieve?
3. If no, what other steps should you take?
Scenario 1

In A_____ Secondary School, a member of staff complains to the school’s union representative about a serious problem with class 3X. There are 4-5 students in the class whose main aim in life seems to be to make her life hell. They answer back and challenge almost everything the teacher tries to do. Although school disciplinary procedures have been followed most of the time, the teacher finds it time consuming to keep all the paperwork up to date and incidents often go unrecorded because of this. A number of other members of the class have tended to go along with the disruptive group and add to the general mayhem in the class.

Additional information
This teacher is highly stressed and has a history of stress related illness. She is demanding that a risk assessment of the entire class be carried out immediately.

Scenario 2

B_______ Primary School has an Additional Support for Learning Centre. You are about to have a new P2 student attend the school’s centre. The student is from another local authority and has moved to live with carers in Fife. This has been organised by Social Work Services in the other local authority. You have been given information indicating that the child has major learning difficulties and has a traumatic (attachment disorder / ADHD) history of very difficult behaviour including nipping and biting staff and other children. You set up a planning meeting to identify the next steps to be taken.

Additional information
You have an experienced and very committed Principal Teacher of the centre who wishes to support the student in whatever way possible. However, one of her staff is off long term sick and the centre is already busy.

Scenario 3

There is a student in class 2Y who is very aggressive at times if he does not get his own way. He has already assaulted a member of staff by hitting her when she came close to ask him what was wrong. Two members of staff come to you complaining of a serious incident where the boy has just carried out a sustained attack on one of them, repeatedly punching her. She tried to avoid the attack by retreating and attempting to fend off his blows. They ask that an immediate risk assessment be carried out on this student.

Additional information
The parents of the boy are very volatile and often blame the school for anything that goes wrong with their son. The boy’s behaviour is fine for sustained periods of time, especially if he is doing something he likes. The school’s educational psychologist is working with school support staff and the family. There has been police involvement with the family. School staff are getting very angry and see this student as posing a major risk to themselves and to other students.
Scenario 4
There has been an ongoing problem with the parents of one Jack a P6 student at your school. Every time there is an incident the parents contact you, complaining that their child is being victimised. You have reason to suspect that Jack is playing on this, goading his class teacher into reacting then running home to tell embellished tales that he has been treated badly in school. There is a history of mostly low level disruption with Jack being cheeky and defiant in school.

Additional information
The janitor has recently been involved in an incident where Jack was playing with a fire extinguisher and, in trying to take it off him, laid himself open to accusations by the parents of assault. The Union representative has proposed that Jack, and possibly his parents, should be risk assessed on the basis of making allegations against staff.

Scenario 5
Paul is in S3. He was diagnosed with ASD four years ago and your school has managed him quite successfully during his first two years. However he has shown very worrying behaviours recently. There have been several incidents where he has attacked students physically as he says they have bullied him by calling him names and have ‘wound him up’. The most recent incident involved him attempting to hang himself in the boys’ toilets. Fortunately he was discovered and released by another student who happened to come in to the toilet.

Additional information
Paul is a reasonably able lad who wants to work in the future as a chef. He is vulnerable and quite socially isolated. At home he doesn’t go out much and spends most of his time on his computer.

3. Completing a risk assessment & risk management process

3.1 In the following scenarios, the purpose is to consolidate understanding of effective risk assessment and risk management processes. It is assumed that the decision to carry out risk assessment processes has been made.

3.2 It is critical, and best practice, that we consider proactive, rather than reactive strategies in terms of risk management, focussing on needs of the student rather than relying on school discipline strategy.

Task
In groups, use the following scenarios to carry out a risk assessment and risk management process. OR use a current example of a situation in your school which it would be helpful to discuss.

Get your group to discuss the detail of the assessment and the interventions to be used. Consider the following:

What are the risks?
Why are they risks?
Who is affected?
What can be done to reduce the risks?

Complete the proactive management plan or risk management plan (see Appendix 2) in detail and provide feedback to the rest of the staff present.
Scenario 6
Mike has significant learning and behavioural difficulties. His behaviour also has some autistic features. He attends C____ High School Additional Support Centre. He has recently started to lash out at staff and peers for no reason that has been identified so far. Some of the other students in the centre have begun to copy this behaviour. Some of the staff and students have become scared to be in close proximity to him. Mike shows remorse for his behaviours but he is unable to explain or give any reasons why he is behaving this way.

Scenario 7
Carol is in P7 and attends her local catchment school some of the time, but also attends a Student Support centre for a major part of the week. She had been settled before Christmas but since her return from the holidays, she has begun running out of the Support Centre and sometimes out of the school building. There is a busy road nearby. Carol is even more unsettled in her local catchment school and has refused to go in to class there.

4. Risk assessment and risk management review

4.1 From scenarios 1 – 7, identify where it would be necessary to ensure ongoing review and /or proactive management planning. A proactive risk assessment and risk management exemplar is provided in Appendix 2. This is an example only and cannot provide exhaustive details applicable for the range of situations experienced in schools and other establishments. Fife Education & Children's Services Directorate is developing this proactive management model, which fits within the context of GIRFEC, and should form part of planning for the child or young person. The exemplar given also fits with the requirement to assess and mitigate risk under Health and Safety Legislation.
De-escalation Training Pack
Section 4
Addressing specific aspects of High-risk pupil behaviour
Risk Assessment and Management of Pupil Behaviour

Risk assessment and risk management

A key to successful use … there should be a range of school systems already in place to address issues including:

- Strong learning and teaching practice
- High expectations of learning, behaviour and discipline
- Positive behaviour management strategy
- An inclusive and nurturing ethos
- Parent and pupil participation
- Record keeping
- ASN planning systems (Team Around the Child)

Risk assessment is:

A careful examination of what, in the work situation, could cause harm to staff or pupils so that all appropriate interventions and precautions can be put in place.

- Looking at which pupil behaviours may cause harm so that an assessment can be made about appropriate interventions and precautions in order to minimise risk.

Risk management is:

- Risk management should be preventive and solution focussed and refers to the interventions and controls put in place following identification of hazards as a result of the risk assessment conducted.

- High risk pupil behavior must be managed proactively, with a focus on:
  - Teaching and Learning
  - Relationships
  - Support from the multi agency ‘team around the child’
The corners of effective management and support of high-risk pupil behaviour:

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Person/s affected</th>
<th>Severity</th>
<th>Risk Rating</th>
<th>Controls/Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam hitting another pupil</td>
<td>Pupils sitting near to Sam</td>
<td>High</td>
<td>High</td>
<td>Classroom assistant moves close to Sam’s desk</td>
</tr>
<tr>
<td>Sam gets agitated and refuses to work</td>
<td>Pupils near to Sam</td>
<td>High</td>
<td>High</td>
<td>Teacher signals to Sam for timeout</td>
</tr>
</tbody>
</table>

What are the expected outcomes of risk assessment and management?

- to minimise future risks to pupils and staff
- to identify a plan of appropriate support for the pupil
- to provide a plan of appropriate support for staff
- to use the framework of GIRFEC and the child wellbeing pathway; to provide a coordinated multi-agency response to the needs and risks identified by the risk assessment.
- the involvement and participation with parents, pupils and relevant professionals
- to ensure the best interests of individuals concerned
- to set a date for review within an appropriate timescale (level of risk dependent)
- to improve learning, and the learning environment, for all and enhance life chances for pupils; getting it right for every child

When should a risk assessment procedure be carried out?

 rarely…but…

When there is evidence of one or more of the following:

- it is likely that a pupil’s future behaviour may endanger his/her or other’s safety (including a pupil due to return from exclusion)
- there is a perceived risk that a pupil may make a future malicious allegation against a member of staff
- 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 behavior or Additional Support Need, e.g. in practical lessons. Consideration must be given to this as a possible disability (Equality and ASL acts)
Who should be involved?

- School staff who work directly with the pupil
- School/Department management
- Educational psychologist
- Parents/carers
- Pupil - when appropriate
- Other key professionals as appropriate (Social Work, Pupil Support Service)

How can risk assessment/risk management be helpful?

- It provides school staff with a simple tool to analyse behaviour and to support learning
- Used appropriately it supports a proactive, collaborative, solution-focused approach
- It provides a structure to open up a dialogue about a difficult situation
- It provides a formal means of planning & recording interventions
- It can facilitate reviews
- It can inform formal record keeping e.g. Child’s Plan.

Risk assessment and management is …...

- Not a quick fix
- Unlikely to be useful when used as only a paper exercise. The only thing worse for staff morale than no plan, is a poor plan, which everyone knows will not work.
- Likely to be most helpful when it’s a collaborative process
- Must be proactive, not reactive

Example of ‘reactive’ management:

Avoid:

- block doorway when (student) tries to exit.
- call mum for help
- phone the police when pupil has a ‘melt down’

It is MUCH better to try to prevent high risk behaviours than to deal with them once they happen!
Learning to be very carefully designed and managed in partnership with pupil, with the appointment of a learning mentor, who will review learning on a weekly basis, and seek feedback on the progress within this plan.

- Explain morning routine for the day – displayed on board.
- Use ‘big deal/little deal’ and other scripts.

See exemplar proactive plan for guidance on the effective design of a risk assessment and management strategy.

Copies of the risk assessment / management plan should be sent for information to parents/carer, Educational Psychologist, school management, Education Officer.

Risk assessment / management plan and related documentation to be retained and integrated within school record keeping systems (ISP, CSP).

The proactive planning exemplar is a useful basis for managing learning as well as assessing and mitigating risk, and also fits into the child’s plan or ISP.

On the following slide there are two scenarios.

In small teams use the formats to carry out a risk assessment to address the difficulties and issues outlined in your scenario.

Part of the task is to complete the form and provide brief feedback to the group re the process and outcome.

M has recently started lashing out at staff and peers for no apparent reason.

Staff and pupils are becoming scared to be in close proximity to him.

Other pupils have begun copying some of his behaviours.

M shows remorse for his behaviours but can’t explain what’s causing it.

C usually seems happy and settled in school.

However, she has begun running out of class and sometimes out of the school building.

She recently ran across the road without looking and climbed up on the school roof.

Despite staff trying to explain how risky her behaviour is C continues to be unpredictable.
Feedback

- What are the risks?
- Why are they risks?
- Who is affected?
- What are the main factors in play here?
- What do we need to consider and
- What can we do (controls/interventions) to reduce these risks?

- How regularly should we review our risk assessments, and who should be involved in doing this?
Section 5
What Works? Functional analysis & problem solving

1. Why use this approach?
1.1 This approach is useful particularly where a student presents complex and intractable behavioural challenges. Elements of the principles of this approach may also inform whole school approaches. However the main focus of this approach, in the context of this section, is on supporting the individual student and the use and development of staff understanding and knowledge about the student’s behaviour. Given the more intensive nature of this approach, it is likely to be best targeted towards only one or two students at any one time.

1.2 The approaches outlined in this section should be used alongside knowledge of research findings relating to the additional support needs relevant to the student. For example if the student has attachment issues, other additional support needs such as autism or is a Looked After Child, the learning needs caused by these conditions are highly relevant to the development of well-matched functional analysis and problem solving strategies. The school’s link educational psychologist should be involved in advising school staff about how to use this section so that a support programme appropriate to the student’s needs is developed.

2. Definition
2.1 Functional analysis aims to make sense of behaviour and what it achieves for the child/student. It presupposes that it is the individual and the environment which will offer the necessary clues or explanations about why a child or student is behaving in certain ways.

2.2 It may not just be a matter of what causes aggressive behaviour but also what purpose it serves for the child or student in his/her particular environment.

3. Three main elements in functional analysis:
- Ecological: an account of the context in which the behaviour occurs
- Triggers: what could have set off the behaviour (antecedents and consequences)
- Hypothesis: the development of an understanding of what the child or student is trying to communicate through the behaviour

4. Expressed needs
A student may:
- want to do something
- be bored
- want to stop something being done or demanded of them
- want something from others

5. Options for change
5.1 The goal is not to change a student’s wants or to repress his/her feelings, but to find ways of helping him/her to achieve their aims without having to fall back on their difficult behaviour.

5.2 There are things which can be changed as a preventative measure. Staff can learn from a student’s behaviour:
- what factors in the immediate environment are likely to upset them,
- how best to approach a student when working with them on a task
- when to leave them alone
5.3 Much difficult behaviour has its roots in isolation, boredom or frustration and agreeing together ways of engaging in interesting/enjoyable activities is paramount. Such contact should NOT be construed as a privilege for good behaviour, but as a right.

5.4 When staff are clear about what the student is trying to say, they may be able to explore with that individual a less disruptive and even more effective way of saying it.

5.5 The challenge is not only to introduce alternatives but to respond consistently to them. If we do not respond appropriately to the student’s newly emerging and more positive behaviour, then he or she is more likely to fall back on the only ways they have of eliciting a response which is likely to be behaviour that is difficult to manage.

6. Context & Communication

Task 1
Think of a student you are currently working with who presents behaviour which is difficult to manage. In pairs/threes, use the form below to discuss aspects about what the student is communicating.

<table>
<thead>
<tr>
<th>feels bored</th>
<th>is tired</th>
<th>is hungry</th>
<th>is thirsty</th>
<th>feels sad</th>
<th>feels angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>wants to go to the toilet</td>
<td>want to go out</td>
<td>feels happy</td>
<td>is frightened</td>
<td>likes someone</td>
<td>doesn’t like someone</td>
</tr>
<tr>
<td>wants to be alone</td>
<td>needs help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What does the student say? What noise do they make or which signs do they use?

What does the student do with his/her hands, feet, facial expression, body language etc?

Ring the items to which you don’t know the answer.

An additional task would be to observe the student over the next few weeks, gradually filling in the items as you find out.

7. Triggers

A trigger is a stimulus in a situation which sets off a particular type of distressed/at risk behaviour e.g. an aggressive outburst. These may include:

- external factors in the environment which are perceived as posing a threat to the student’s safety, possessions, self-confidence etc. For students who have experienced trauma, identification of these triggers may be particularly challenging
- factors signalling the availability of a reward or other desired outcome
- internal factors e.g. the student’s perception of:
  - events
  - noise levels

- how he/she understands or interprets a request/instruction
- perception of thwarting of needs or desires

When managing distressed/at risk behaviour, it is always useful to analyse the reason for its occurrence in terms of:

- the circumstances/precursors to the behaviour
- the triggers which set off the behaviour
- the outcome of the behaviour

Future intervention can be made more effective if planning is based on the above.

Task 2

In groups/staff teams:

Consider a student who you are working with who presents distressed/dangerous behaviour in school. Use the tables below to carry out a functional analysis of the aspects of the student’s behaviour which are difficult to predict or manage.
### Table 1

<table>
<thead>
<tr>
<th>Environmental Setting Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
</tr>
<tr>
<td>e.g. Temperature</td>
</tr>
<tr>
<td>Lighting</td>
</tr>
<tr>
<td>Noise</td>
</tr>
<tr>
<td>Smell</td>
</tr>
<tr>
<td>Crowding</td>
</tr>
<tr>
<td><strong>School Structures</strong></td>
</tr>
<tr>
<td>e.g. Staff absence</td>
</tr>
<tr>
<td>Changes</td>
</tr>
<tr>
<td><strong>Care</strong></td>
</tr>
<tr>
<td>e.g. Home issues</td>
</tr>
<tr>
<td><strong>Personal Setting Conditions</strong></td>
</tr>
<tr>
<td><strong>Physical</strong></td>
</tr>
<tr>
<td>e.g. General Health</td>
</tr>
<tr>
<td>Current medication</td>
</tr>
<tr>
<td>Hormonal influences</td>
</tr>
<tr>
<td>Sensory impairments</td>
</tr>
<tr>
<td>Motor impairments</td>
</tr>
<tr>
<td>Sleep pattern</td>
</tr>
<tr>
<td>Others</td>
</tr>
<tr>
<td><strong>Psychological</strong></td>
</tr>
<tr>
<td>e.g. Mood swings</td>
</tr>
<tr>
<td>Anxiety</td>
</tr>
<tr>
<td>Attachment issues</td>
</tr>
<tr>
<td>Emotional distress</td>
</tr>
<tr>
<td>Others</td>
</tr>
</tbody>
</table>

### Table 2

<table>
<thead>
<tr>
<th>Analysis of Problematic Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Definition of Behaviour:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Appears to achieve the following results:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Appears to be set off by the following triggers:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Seems to occur in the context of the following environmental setting conditions:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Appears to be related to the following personal setting conditions:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
8. Strategies to address specific behaviours: developing a Positive Response Plan (PRP)

The plan below outlines key elements to consider when planning a comprehensive behaviour plan for a student causing major behavioural management concerns. The plan can be drawn up into a specific school document to be used as part of planning and review or it could be incorporated into the Child’s Plan, Proactive Student Management Plan or other record keeping as appropriate. The plan will be most effective when it has a problem solving focus and where multi-agency contributions are sought, including the involvement of parents and carers. This approach will work best when staff supporting the child work together with a clear team emphasis to share information and skills on a consistent basis. Benefits include:

- consistency of information
- identification of what works, what does not
- avoidance of unnecessary repetition
- shared ideas/resources
- coordinated responses and planning

8.1 Positive Response Plan: main areas to cover

**General principles**
- Highlight positive interaction routines
- Focus on how to prevent problematic behaviours.
- Emphasise antecedent management

**General antecedent management:**
- Each day there are opportunities for the student to participate in activities that are within his/her abilities
- Difficult activities should follow relatively easy to complete activities (i.e. behavioural momentum)
- Demands are placed in the context of positive environmental factors

**Increasing positive setting events:**
- Establish a meaningful, personal, daily routine for the student
- Support interaction patterns that emphasise choice-making and personal control
- Provide personal roles that increase the student’s sense of contribution
- Look for success and teach the student how to look for success
- Focus on the individual managing his/her own triggers
- Support the student to identify and become aware of his/her own internal state
- Identify what the student’s personal stressors are and identify methods of avoiding those stressors
- Create a set of internal scripts to follow in the event that stress/anxiety levels increase (i.e. routines to deal with changes in routines)

**Communication components to strategies**
- All staff understand the strategies agreed in the student’s behaviour plan and are consistent in applying them
- All staff use language that is understandable and respectful
- Positive communication alternatives to problem behaviour are developed with the help of the student and actively taught when there is no crisis

**Plans to manage extreme situations**

Use risk assessment and risk management procedures to:
- Clearly define criterion/criteria for manageable and unmanageable risk
- Identify a specific method of managing difficulty that is not an imminent threat to health or safety
PRP Outline

**ANALYSIS**: Identify behaviours, their function, likely triggers and setting conditions

**PLANNING**: with the student and with staff identify specific behavioural goals/targets

**IDENTIFICATION**: of strategies, motivators, setting conditions most likely to bring about successful goal completion

**SUPPORTS & STRATEGIES**: identify what supports are required to be put in place and staff/parents/carers to be involved

**TIMESCALE & REVIEW**: set a date and agree who should be involved

---

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Positive Response Plan for: name of student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANALYSIS</strong></td>
<td>What behaviours should be looked at more closely? What function is the student’s behaviour serving? Key triggers?</td>
</tr>
<tr>
<td><strong>TARGET(S)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>IDENTIFICATION</strong></td>
<td>What works? What is most likely to help?</td>
</tr>
<tr>
<td><strong>SUPPORTS &amp; STRATEGIES</strong></td>
<td></td>
</tr>
</tbody>
</table>
De-escalation Training

Section 5

What works? Using functional analysis to problem solve

Purpose of section 5

For use with school staff in situations where:
- The pupil is presenting behaviours which are unpredictable
- Staff need a framework to problem solve behaviour which is unpredictable and hard to manage.
- Staff need opportunities and time to assess behaviour in detail
- Staff need time/opportunity to plan next steps

Functional analysis

Definition:

A framework which helps staff make sense of behaviour and what it might be achieving for the pupil, i.e., what purpose is the pupil’s behaviour serving

Three main elements

- **Ecological**: the context in which the behaviour occurs
- **Triggers**: what sets off the behaviours
- **Hypothesis**: understanding what the pupil is trying to communicate
What's the target?

To find ways of helping the pupil achieve their aims so they do not regress to using their difficult behaviour.

What factors in the environment are likely to cause upset?

What is the best way to approach a pupil when working with them on a task?

When are the best times to leave alone?

When are the best times to involve in interesting/enjoyable activities?

How can we ensure that we respond appropriately to newly emerging, more positive behaviours?

What can be changed as a preventive measure?

Tasks (further details in Guidance notes)

In Groups…

Task 1: What's the pupil saying?

Task 2: Triggers

Task 3: Develop a Behaviour management Plan based on pupil you are currently working with.
Section 6
Ensuring a safe environment

1. Introduction

1.1 Distressed/at risk behaviour can be minimised by using effective de-escalation techniques; by assessing learning, and learning environments, in order to identify appropriate interventions and solutions; by developing positive relationships between students and staff and through effective multi-agency team work. Confident, trained staff, working within a supportive team, will feel they can manage difficult situations effectively. It is Fife Council policy to take a proactive and preventative approach to mitigate and minimise risk.

1.2 Fife Council guidance on Physical Intervention In Schools, updated March 2016, describes effective practice: Key elements of effective practice

Key elements of effective practice

- Good school ethos and effective classroom management are fundamental to effective learning and teaching and to preventing incidents of challenging behaviour. The Relationships and Behaviour Strategy in Fife schools outlines the range of procedures, supports and positive initiatives which schools should have in place, e.g. nurturing, restorative and self-regulation approaches and de-escalation training. The effective deployment of such measures will minimise the likely need for physical intervention.
- Physical Intervention is expected not to feature in practice for the vast majority of school staff. In all but the most specialised of settings it will be a rare and exceptional occurrence.
- Staff use of physical intervention will normally be avoided. It will only be used when de-escalation has been impossible or unsuccessful and a student poses an immediate risk to the safety of himself or others.
- Staff should not intervene to impede a student who is fleeing a situation unless that student will pose an immediate risk to safety of himself or others.
- Where physical intervention is used it must be used minimally and in accordance with this policy.
- It must only be used where a student or member of staff is judged to be at risk of major harm which may be prevented by intervention.
- Physical intervention should never be used as a punishment, sanction or threat to students.

2. Unpredictable, volatile situations

2.1 It is recognised that in exceptional circumstances situations can occur where staff may have to intervene physically with a student. This should only be where the student is at risk of placing himself or others at risk of serious harm. The use of physical intervention must be avoided wherever possible. Where schools have effective and positive behaviour systems in place the need for physical intervention will be rare. Physical intervention should only be used as a last resort. Any response must be proportionate and aimed towards ensuring safety. Staff should use the minimum intervention necessary to prevent injury and maintain safety.
2.2 The three most common scenarios which may require physical intervention are:

- where a student is about to place herself/himself in danger or cause herself/himself harm
- where a student is causing harm to another student
- where a student is causing harm to a member of staff

2.3 It is essential that schools have established and implemented effective classroom and behaviour management systems and have an ethos of good student-staff relationships. Well-managed school environments contribute to calm and productive classrooms which, in turn, help to defuse potentially difficult situations. As part of school development planning and staff review, headteachers are responsible for identifying and supporting professional development needs of staff in this area. Clearly the earlier elements of this professional development pack are highly relevant to the development of appropriate staff skills. As has been stated previously senior management in schools are responsible for identifying staff training needs and organising training sessions, including those outlined in this professional development pack.

3. Definition of physical intervention

3.1 For the purposes of this professional development pack, physical intervention is defined as:

A method of responding to the distressed/at risk behaviour of students which involves measures which limit or restrict the movement or mobility for the individual concerned.

4. Principals for using physical intervention:

It should be used only when:

- all reasonable preventive and de-escalation steps has been taken i.e. all the steps already outlined in this professional development pack
- it is a last resort used to avoid/minimise risk of physical harm to students and/or staff
- the minimum necessary degree of intervention is used
- the safety of the student or others is at risk
- damage being carried out on property could endanger the safety of the child or student or other persons
- it is in the best interests of the student
- appropriate debriefing procedures for the student and staff are in place

Physical intervention should never be used as a punishment, sanction or threat to students

5. Predictable events & planned physical intervention

5.1 There are situations where the likelihood of incidents requiring physical intervention is greater than in others. Headteachers should ensure that risk assessments are completed and updated and that policies and procedures that contribute to a safe environment are implemented (see FISH link in References: Risk Assessment and Risk Management of Pupil Behaviour).

5.2 The need for physical intervention with a very small minority of students with severe and complex needs may be predictable and must involve careful planning with senior staff, parents/carer and where possible the student. Specific needs must be reflected in the student’s personal planning system with which all relevant staff and parents will be familiar. Reference should also be made to BILD’s Code of Practice Principles (see Appendix 4).

5.3 Prior to any consideration of the use of planned and ongoing use of physical intervention training e.g. CALM training, an evaluation of staff skills and professional...
development needs must have been carried out alongside the implementation of all of this professional development pack.

5.4 The most likely context for planned physical intervention is in a department/centre for additional support needs or severe and complex needs.

6. Involving students, parents/carers

6.1 Parents / carers must be involved in decisions and planning support for their child. This is particularly the case when there is or has been the identified need to use physical intervention. Where a particular student is likely to need support strategies in dealing with distressed/at risk behaviour, especially at transition periods, the student and the parents/carers must be actively involved in planning individual risk assessment and management strategies. Such plans must take into account the views of students and parents/carers.

7. Recording and reporting the use of physical intervention

7.1 All staff must be made aware of the school’s procedures for recording incidents of distressed/at risk behaviour. The member of staff must inform their school management as soon as possible of any incident.

7.2 The aim of recording is to retain enough information to inform best practice, identify future strategies and to ensure a record of events for legal purposes. Record keeping should be kept to a purposeful and manageable level. School senior management are responsible for ensuring that appropriate staff are involved in the process and that recording is maintained at an appropriate level.

7.3 The circumstances and reasons for using physical intervention should be recorded as soon as possible, and no later than the next working day using the Council’s First Contact system. The record should include any physical injury to staff or student. Incidents of violence against staff are reported on the First Contact system. These reports are for statistical monitoring purposes only, to monitor trends within and across schools. They are not intended to identify effective strategies to manage individual situations.

7.4 The circumstances and reasons for using physical intervention should be recorded in writing as soon as possible and no later than the next working day. The record should note any physical injury to staff or to the student.

7.5 Incidents of violence against staff should be reported by using the First Contact system. These reports are for statistical monitoring purposes only, to monitor trends within and across schools. They are not intended to identify effective strategies to manage individual situations.

7.6 A risk assessment and risk management plan must be implemented for any student assessed as highly likely to present distressed / at risk behaviour.

8. Debriefing and support for staff, students and parents following an incident where physical intervention has been used

8.1 School senior management should assess the degree of staff support required and discuss the incident with staff concerned, as soon as possible, in a calm and supportive environment (see Debriefing Procedure Appendix 3). Where it is clear that a member of staff needs further support, advice or training, senior school management should take prompt action to see that it is provided. School management should link to their education officer and educational psychologist about the incident and any necessary proactive planning. Where the student presents ongoing difficulties, it will be important for school senior management to ensure ongoing contact with affected staff to assess staff welfare issues which may require any further action.

8.2 Following any incident involving the use
of physical intervention, the student (where they are able to express a view) should be given time, opportunity and support to discuss and reflect on the situation in a calm and supportive environment. The student’s views must (where the student can express a view) be recorded at an appropriate time when the student is most likely to provide the best information. Arrangements should be made for students to be interviewed about the reasons that led to the incident and the circumstances that followed.

8.3 Parents/carers must be informed of the incident and provided with an opportunity to discuss it. Parents/carers must be invited to participate and contribute to problem-solving and planning future strategies for their child. In the case of a very small number of students with severe and complex needs, incidents can be frequent and predictable. In these cases parents/carers must be kept informed about incidents where it has been deemed appropriate to use physical intervention. Parents/carers must also be involved at regular intervals in planning and risk assessments. School senior management must ensure robust systems are in place to facilitate regular communication with parents/carers.

8.4 Debriefing with staff, students and parents/carers should lead to positive and problem-solving discussions about how the risks of such incidents may be avoided in the future. If appropriate, consideration should be given to exploring how the student and any other individuals involved can work together to ‘make amends’ or repair harm. An approach based on restorative practice will be effective in some circumstances.

9. Legislation

9.1 Physical intervention can be covered by several aspects of the Scottish legal system: criminal law; civil law; employment law, Health and Safety law and human rights law. Establishing the legality of specific action employed in the management of distressed / dangerous behaviour will depend,

‘on the particular circumstances, including the behaviours giving concerns, and the range of interventions already employed’

(PHYSICAL INTERVENTIONS, Harris et al, 2008)

What is clear is that in protecting the welfare of employees and service users, it is acknowledged that the Education and Children’s Services Directorate:

• has a duty of care for all staff and students
• will provide clear guidance and support to staff
• will provide opportunities for staff development where there is an identifiable risk

How these are implemented will be dependent on the characteristics and skills of staff delivering a service, the nature and quality of other local services and the rigour of organisational monitoring and evaluation processes. Effective implementation of interventions and procedures in schools will support processes to be in keeping with legislation.
References

British Institute of Learning Difficulties (2009) BILD Code of Practice for the Use of Student Interventions, BILD
www.bild.org.uk

www.bild.org.uk


Equality Act (2010) UK Government
www.legislation.gov.uk/ukpga/2010/15


Fife Education & Children’s Services Directorate (2016) Guidance on Physical Intervention in Education Establishments

Fife Education & Children’s Services Directorate (2016) Time out Guidance for all Education Establishments

Fife Education & Children’s Services Directorate How Nurturing is Our School (in revision)

http://fish.fife/fish/detailedsearch/index.cfm?fuseaction=PubView&objectid=7D06D6EF-AE0C-5AB6-F2F6BBF5FBF9661
Fife Education & Children's Services Directorate (2016) Risk Assessment & Management of Student Behaviour

GTC Code of Professionalism and Conduct (2012)
http://www.gtc.org.uk/web/FILES/teacher-regulation/copac


Scottish Executive (2000) The Standards in Scotland's Schools etc Act
www.gov.scot/Publications/2002/05/14630/3866

www.gov.scot/Topics/Education/Schools/welfare/ASL

Scottish Government (2014) Children and Young People (Scotland) Act


Scottish Government (2007 c) UN Convention on The Rights of the Child
www.gov.scot/resource/doc/217822/0058326
Appendices

Appendix 1  Relationships and Behaviour Strategy Summary Overview

Appendix 2  Risk Assessment & Management of Student Behaviour Exemplar

Appendix 3  Debriefing procedure to support students and staff

Appendix 4  BILD (British Institute of Learning Difficulties) Code of Practice Principles
Appendix 1

Relationships & Behaviour Strategy in Fife Schools: Key Concepts

**Supporting Learners Policy Developments**
- Equity & equality for all
- Reducing educational inequality
- Breaking the cycle of disadvantage
- Equality Act 2010 implementation

**Proactive and Positive Behaviour Approaches**
- Nurture approaches
- De-escalation approaches
- Restorative
- Self-Regulation
- Risk Management
- Proactive Planning

**Directorate Priorities**
- Improving Early Years & Health & Wellbeing
- Improving Educational Outcomes
- Improving Employability Skills
- Improving Equity and Equality
- Enhancing Opportunities for the Vulnerable

Strategy for Relationships and Behaviour

**Partnership Planning & Interventions**
- Child Well-being meetings
- Child Protection procedures
- SLG
- YOMG / YPSRAG
- Children’s Hearings
- MARAC
- ASCA
- 3rd Sector links

**Learning and Teaching Strategy**
**Raising attainment for all**
- NIF drivers
- Leadership at all levels
- Acting on evidence & data
- Effective teaching & learning approaches
- HGIOS4 & self-evaluation
- Employability initiatives

**Wellbeing/Mental Health for all Children and Young Persons**
- Staged Mental Health Pathway
- GIRFEC Implementation
- Children & Young People (Scotland) Act 2014 implementation
**Appendix 2**

**Risk Assessment and Management of Student Behaviour**

Exemplar pro-active management plan MEDIUM risk

**WRITTEN AND AUTHORISED BY: ************, DHT**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Risk</th>
<th>Person Affected</th>
<th>Risk H/M/L</th>
<th>Control Measure / Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFE</td>
<td>Risk taking behaviour and has potential to be volatile and aggressive</td>
<td>DH / Others</td>
<td>L</td>
<td>Engagement in personalised education programme with a focus on short term success to allow ***** to build his self-esteem and view education in a positive light (see also in achieving) Mentor programme Support to respond to challenging situations in an appropriate manner and not putting self or others at risk. *** to liaise with P. ********* (Youth Justice) regarding support for ***** Engage ***** in positive activities through Youth Achievement Awards. Staff will be responsive to any potential bullying situations. See also ‘achieving’ for more detailed guidance</td>
</tr>
</tbody>
</table>

**SUMMARY**

***** is LAAC student.
Low self-esteem due, in part, to experiences in earlier childhood. Struggles to empathise with others. Finds difficulty in expressing his own feelings. Difficulty in engaging mother with support plans for *****. Offending behaviour in the community (Youth Justice involved). Little understanding of risk’ either to himself or others. Lack of engagement with education.
| HEALTHY | Unhealthy lifestyle – mental health issues | DH | L | Support regarding engagement with CAMHS. Ongoing mentor / PSE programme with emphasis on healthy lifestyle choices. Encouragement and opportunities to build positive relationships with adults / share concerns and receive support in making positive decisions with a recognition of potential consequences. Encourage healthy / active Youth Achievement choices. Encourage healthy choices at breakfast / lunch. |
| ACTIVE | | L | | See above. Engagement in Certified PE course. |
| NURTURED | *** will provide a nurturing environment where ***** will have the opportunity to develop a sense of belonging, where his emotional needs will be respected and where he can build trusting relationships with adults. |
| ACHIEVING | unable to access education | DH | M | - Thorough assessment of Learning & Teaching needs, including identifying gaps in education.  
- Personalised education programme with one to one support as appropriate.  
- Personalised and appropriately differentiated curriculum providing challenge and support.  
- Engage ***** in planning and assessment of education through AifL strategies and use of a learning mentor.  
- Quiet work space available if required (Quiet Room if appropriate, supported by PSA).  
- Varied tasks throughout lesson to keep ***** motivated.  
- Use a variety of IT, Active Learning tasks to engage *****.  
- Ensure ***** understands what is expected of him in terms of learning for each activity  
- Eliminate unstructured time, minimise time for wandering.  
- Alert PSAs should ***** leave the class without permission.  
- ***** has low self-esteem, praise and encourage where appropriate.  
- Give positive reinforcement where appropriate.  
- Focus on task / action to be done, not the behaviour that is undesired.  
- Be aware of influence on ***** by others in group, monitor and change as necessary. |
<table>
<thead>
<tr>
<th>ACHIEVING</th>
<th>unable to access education</th>
<th>DH</th>
<th>M</th>
</tr>
</thead>
<tbody>
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</table>

- All staff MUST avoid confrontation by considering the following:
  - clear, confident instructions
  - calm, level tone of voice, be aware of talking too much.
  - avoid unnecessary ‘fights’
  - What do you want to achieve?
  - be aware of personal space.
  - re-enforce desirable behaviour with subtle praise, avoid negative comments
  - use non-confrontational language, positive questioning and body language.
  - use PSA support as appropriate.
  - do not raise voice.
  - do not physically confront. **** can be very volatile and aggressive under these circumstances and this may lead to injury.
  - do not prevent ***** from leaving class – contact support immediately.
### RESPECTED

<p>| | | | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>*** not feeling respected.</td>
<td>DH</td>
<td>M</td>
<td>To develop a respect for himself through positive engagement in education and a recognition by others of his success / achievements. A nurturing ethos which makes it clear ***’s views can be voiced and adults will listen to him.</td>
</tr>
</tbody>
</table>

### RESPONSIBLE

<p>| | | | |</p>
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</thead>
<tbody>
<tr>
<td>Struggles to take responsibility for his actions</td>
<td>DH</td>
<td>M</td>
<td>*** will receive ongoing support to help him accept responsibility for this actions and to recognize the impact they have on others (Mentor / Teachers / Youth Justice). Use restorative ‘conversations’ only when appropriate with *** to explore consequences and impact of behaviour and to encourage feelings of empathy only when he is ready. Do not ‘force’ him to talk and allow others (mentor) to explore this if possible.</td>
</tr>
</tbody>
</table>

### INCLUDED

<p>| | | | |</p>
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</thead>
<tbody>
<tr>
<td>‘Excluded’ from education</td>
<td></td>
<td>L</td>
<td>*** will be given opportunities to become fully ‘included’ in the life of the school and feel he has a voice which will be listened to. He will be invited to attend the student council and feel that he can contribute to this forum. To minimize opportunities for exclusion through positive engagement in Individual Education Programme.</td>
</tr>
</tbody>
</table>

### ADDITIONAL SUPPORT NEEDS

Start date with *** June 2013 diagnosed ADHD

Reading – second consolidating Writing – second developing Maths – second developing

Dyslexia? – to be confirmed with mainstream

ISP named person ***

Looked After with Grandparents (kinship arrangement)

### SUGGESTED STRATEGIES

<p>| | | | |</p>
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<tr>
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<tbody>
<tr>
<td>Finds group work/sharing/cooperative working very difficult</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Will need support to stay on task and not become a distraction in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of peers as part of ‘team around the child’ to encourage participation. Plan for this</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and spelling will require support in class</td>
<td></td>
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</tbody>
</table>
Appendix 3
Debriefing procedure to support student(s) and staff following a challenging incident

<table>
<thead>
<tr>
<th>Immediately after incident staff should:</th>
<th>School senior management should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove student/danger to a calm environment</td>
<td>Allow staff member/student to decide whether to stay in</td>
</tr>
<tr>
<td></td>
<td>place of incident or to withdraw</td>
</tr>
<tr>
<td>Follow strategies identified — specific to student</td>
<td>Consider:</td>
</tr>
<tr>
<td>&amp; relevant general principles of school</td>
<td>Should member of staff/student be removed from scene of</td>
</tr>
<tr>
<td></td>
<td>incident (can be the decision of others) to a place of</td>
</tr>
<tr>
<td></td>
<td>calm?</td>
</tr>
<tr>
<td>Help student/individual to calm down</td>
<td>Allow time to recover</td>
</tr>
<tr>
<td></td>
<td>Another adult should be available for support</td>
</tr>
<tr>
<td>Investigate reasons/triggers e.g.: Stress</td>
<td>Options: 1) Return to work/class</td>
</tr>
<tr>
<td></td>
<td>2) Go home</td>
</tr>
<tr>
<td></td>
<td>3) Seek medical advice</td>
</tr>
<tr>
<td></td>
<td>4) Seek support within or outwith place of work e.g.</td>
</tr>
<tr>
<td></td>
<td>Employee Counselling Service</td>
</tr>
<tr>
<td>Next actions will be determined from this. (Staff</td>
<td>Record keeping: Short note: to include any intervention</td>
</tr>
<tr>
<td>awareness of others in the room, how they are feeling</td>
<td>First Contact system</td>
</tr>
<tr>
<td>etc is important - they may need explanations/calming</td>
<td>Next Steps: Evaluation — internal.</td>
</tr>
<tr>
<td>too)</td>
<td>• Staff team &amp; school management</td>
</tr>
<tr>
<td></td>
<td>• Identify necessary strategies/risk</td>
</tr>
<tr>
<td></td>
<td>• Assessment resulting from this</td>
</tr>
<tr>
<td></td>
<td>• Add necessary targets/information to record keeping</td>
</tr>
<tr>
<td>• If time out setting identified, clear rationale is</td>
<td>Ongoing evaluation of:</td>
</tr>
<tr>
<td>required</td>
<td>• staff welfare</td>
</tr>
<tr>
<td></td>
<td>• organisation culture/ethos</td>
</tr>
<tr>
<td></td>
<td>• all recording processes in place</td>
</tr>
<tr>
<td></td>
<td>• all appropriate supports in place</td>
</tr>
<tr>
<td></td>
<td>• all services involved/consulted for advice</td>
</tr>
<tr>
<td>• Clear plan for support must be developed and agreed</td>
<td></td>
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<tr>
<td>with partners</td>
<td></td>
</tr>
<tr>
<td>Monitor student/evaluate plan</td>
<td>Self-Evaluation steps</td>
</tr>
<tr>
<td></td>
<td>• With student</td>
</tr>
<tr>
<td></td>
<td>• With staff team</td>
</tr>
<tr>
<td></td>
<td>• Partnership joint planning &amp; review</td>
</tr>
<tr>
<td></td>
<td>• Ongoing consultation with Psychological Service, other</td>
</tr>
<tr>
<td></td>
<td>services, ESM as appropriate</td>
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<tr>
<td>Progress next planning steps at earliest &amp; most</td>
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<tr>
<td>suitable point</td>
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Appendix 4

BILD (British Institute of Learning Difficulties) Code of Practice Principles *

The 32 Principles

1. Any physical intervention should be consistent with the legal obligations and responsibilities of care agencies and their staff and the rights and protection afforded to people with learning disabilities under law.

2. Working within the legal framework, services are responsible for the provision of care including physical interventions which are in a person’s best interest.

3. Physical interventions should only be used in the best interests of the service user.

4. Service users should be treated fairly and with courtesy and respect.

5. Service users should be helped to make choices and be involved in making decisions which affect their lives.

6. There should be experiences and opportunities for learning which are appropriate to the person’s interest and abilities.

7. Distressed/at risk behaviours can often be prevented by the careful management of the setting conditions.

8. The interaction between environmental setting conditions and personal setting conditions should be explored for each service user who represents a challenge. Setting conditions should be modified to reduce the likelihood of distressed/at risk behaviours occurring.

9. Establish secondary prevention procedures to ensure that problematic episodes are properly managed with non-physical interventions before users become users become violent or aggressive.

10. For each service user who presents a challenge there should be individualised strategies for responding to incidents of violence and aggression. Where appropriate, the strategy should include directions for using physical interventions.

11. Individualised procedures should be established for responding to service users who are likely to present violent or reckless behaviour, the procedures should enable care staff to respond effectively to violent or reckless behaviours while ensuring the safety of all concerned.

12. Physical interventions should only be used in conjunction with other strategies designed to help service users learn alternative non-distressed/at risk behaviours.

13. Planned physical interventions should be justified in respect of: what is known of the client from a formal multi-disciplinary assessment; alternative approaches which have been tried; an evaluation of the potential risks involved; references to a body of expert knowledge and established good practice.

14. The use of physical interventions should be subject to regular review.

15. The potential hazards associated with physical interventions should be systematically explored using a risk assessment procedure. Physical interventions should not involve unreasonable risk.

16. Physical interventions should be employed using the minimal reasonable force.

17. Any single application of physical intervention should be employed for the minimum period of time consistent with the best interests of the service user.

18. For individual service users, the use of physical interventions should be sanctioned for the shortest period of time consistent with his or her best interests.

19. Physical interventions should not cause pain.

20. Service users should have individual assessments to identify any contraindications to physical interventions before they are approved.

*The 32 principles are taken from the 2009 BILD Code of Practice for the Use of Student Interventions, the 2014 Code of Practice continues to refer to these principles as continuing to be relevant to current practice.