

Building a future for young people

Managing Challenging

behaviour in school

POLICY AND GUIDANCE

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Policy Statement

Meadows School work with a cohort of young people who are disadvantaged in many ways. All young people are away from their parents and have had several care placements that have broken down. Many of our young people are also new to the care system and the majority have special education needs (SEN). Our young people’s experience neuro-psychological difficulties and mental health issues due to their environmental experiences.

Research shows us that disadvantaged children are five times more likely to be excluded from school and their academic attainment is well below the national average due to the amount of education they have missed. The pupils with SEN are ten times more likely to have their education disrupted due to being missing from education for several years, truancy, placement moves within the school setting and exclusions.

[Judy Furnivall](https://www.iriss.org.uk/authors/judy-furnivall) and [Edwina Grant](https://www.iriss.org.uk/authors/edwina-grant) (2014) Identified the following key points that can affect the young person’s experience in school:

* Children in care are likely to have experienced trauma but not all children who have adverse experiences will be traumatised. Every child is unique and their responses to the same adversity will differ.
* Trauma can affect brain development. Many traumatised children function at an earlier developmental level than their chronological age suggests.
* Traumatised children may struggle to develop regulatory skills needed for learning and social relationships.
* Some children react powerfully to sensory triggers related to their trauma by becoming hyper aroused or dissociating. These reactions often occur below the level of conscious awareness.
* If adults involved with traumatised children are unable to manage their own emotions, this can escalate children's distress.
* Effective help requires intervention that is congruent with neuroscience, developmentally relevant and relational.
* The key adults in helping children recover from trauma are their carers and teachers. They require relevant support and training to be most helpful to traumatised children.
* Crisis-oriented care organisations may exacerbate trauma and undermine the efforts of committed practitioners.
* Post-traumatic growth and resilience is possible. Traumatised children need hope and adults involved with them must believe in a positive future for them.

The department of education state that:

* All school staff have a right to expect that their school is a safe place in which to work and that prompt and appropriate action will be taken if they are subjected to abuse, threats or violence by children and young people on school premises and in exercising their duties off site.

Roles and Responsibilities

The roles and responsibilities of the Governing Body, Head teacher and employees are set out below.

# Governing Body:

The Governing Body are responsible for the implementation of this policy and ensuring it is operating effectively.

The Governing Body and Head teacher are committed to meeting their legal duties and obligations. They recognise their general duty to ensure, as far as is reasonably practicable, the health, safety and welfare of their employees and other members of the school community affected by the work they do. (Health and Safety at Work Act 1974 s2).

# The Head teacher:

The Head teacher is responsible for the day-to-day implementation and management of the policy.

The Head teacher may delegate the lead role on day-to-day policy implementation and management of the policy to a nominated Senior Manager.

The Head teacher is also responsible for the following:

1. Ensuring that suitable and sufficient risk assessments are carried out of employees’ risk of exposure to violence and aggression and that appropriate control measures are implemented.
2. Ensuring that suitable and sufficient risk assessment are carried out of pupil’s risk of carrying out challenging behaviours and that a triangulated approach with Care Service and Therapy, ensures that appropriate control measures are implemented.
3. Making appropriate arrangements for incidents to be reported, recorded and investigated.

d) Regular monitoring of the level and general nature of any incidents and the school’s response to them.

e) The Head teacher will review the effectiveness of the policy including risk assessment, control measures and responses to incidents.

f) Provision of appropriate training for employees and volunteers.

# Employees

Employees also have a responsibility to protect their own safety and that of their colleagues and anyone else who may be affected by the work they do.

Volunteers should follow school procedures.

Employees must contribute actively in hazard and risk assessment, and familiarise themselves with policies, guidelines, control measures, instructions and reporting procedures. All employees should participate positively in appropriate training. Depending on their role some employees may also have a legal responsibility to participate in appropriate training.

All incidents of violence and aggression must be reported, recorded and investigated. Appropriate action will be undertaken by the Head teacher with the aim of reducing the risk of a recurrence.

# Other Company Departments

The Educational Psychologist, Therapy Department and Care Department will work together with the school to ensure all pupils have required support and formulated positive behaviour plans in place for school.

# Support and Guidance

Access to appropriate Company support will be available to employees who are faced with violence or aggression in the course of their employment. They will also be encouraged to contact their Teacher Association, Trade Union representative or Safety Representatives.

Appropriate guidance will be made available to employees to enable them to deal with any incidents of violence or aggression. Employees will be given access to appropriate training and support by the Head teacher.

# AIMS

The aims of the ‘Managing Challenging behaviour in school’ policy and this guidance are to:

1. Prevent Violence and Aggression at school level as far as reasonably practicable
2. Assist the Head teacher and Governing Body to implement the ‘Managing Challenging behaviour in school’ policy.
3. Give guidance to all members of the school community so they can contribute towards a safe school environment.
4. Provide information about roles and responsibilities, the legal framework and good practice in this area.
5. Encourage and facilitate incident reporting and recording.
6. Define terminology.

PREVENTION OF VIOLENCE TOWARDS STAFF

The ‘Managing Challenging behaviour in school’ policy’ adopts the HSE definition of violence, which includes any incident where an employee is abused, threatened or assaulted at work; endangering their safety, health, well-being or work performance.

It covers insults, threats, physical or verbal abuse exerted by children and young people towards a person at work, whether they are an employee or a volunteer. Violence to staff is an occupational health and safety issue and should be dealt with at school level.

## Effects of violence towards the individual may include:

Physical harm

Stress

Emotional trauma

Feelings of powerlessness

Demotivation

## Consequences for the employer include:

Higher staff turnover

Increased absenteeism and sickness absence

Low morale

Difficulty in recruiting staff

Higher insurance costs

Risk assessment, prevention through pupil specific control measures and minimising harm to staff after violent incidents; are all essential elements of effective management of violence in schools by children and young people. Though it is not necessary to be a legal expert to be able to put effective measures in place, a basic knowledge of the legal position will be helpful when identifying appropriate management measures.