

Supplementary Course Curriculum:

Educational Establishments (England) - Children and Young People



This information is to be used in addition to the Foundation Children's and Young Persons' course. The Supplementary Handout: Educational Establishments - Children and Young People should be given to participants in addition to the Children's course booklet.

Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability

(Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

Populations

It is important that all participants have a good understanding of the characteristics of the population of individuals that are supported by the purchasing organisation as identified by the training needs analysis. This will include age ranges, intellectual disabilities, emotional and social vulnerabilities and attachment difficulties (list not exhaustive).

Aim:

Participants understand the characteristics of the individuals they work with.

Objectives:

Participants can identify the diagnosed conditions, communication methods, vulnerability factors and physical characteristics of those they work with (this list is not exhaustive).

Environment

Aim:

Participants are able to identify the areas in which the children / young people have access to in the school and are able to discuss the challenges that each of these presents to staff.

Objectives:

- Participants can identify the different challenges in providing positive behaviour support in the varied school environment.
- Participants are able to identify the different staffing needs in these locations around the school.

Safeguarding

Aim:

Participants recognise their role in safeguarding the children / young people in their care.

Objectives:

- Participants understand that children/young people with a disability are at an increased risk of abuse and neglect.
- Participants understand the local policies around safeguarding, who the safeguarding lead is in the school and how to report and follow up concerns.

“The available UK evidence on the extent of abuse amongst disabled children suggests that disabled children are at increased risk of abuse and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect.”

Source: Working Together to Safeguard Children, 2006

The Department of Education (2015) Keeping children safe in education Statutory guidance for schools and colleges advises:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- All school and college staff have a responsibility to provide a safe environment in which children can learn.
- All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school’s or college’s child protection policy; the school’s or college’s staff behaviour policy and the role of the designated safeguarding lead.

Young people

Aim: Participants understand the rights The Children and Families Act 2014 gives to young people.

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

The Children and Families Act 2014 gives significant rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. Most young people will continue to want, or need, their parents and other family members to remain involved in discussions and decisions about their future. Some young people, and possibly some parents, will not have the mental capacity to make certain decisions or express their views.

It must be documented in any behaviour and risk management plans whether the young person gives consent for their parents / carers to be involved in behaviour and risk management planning.

Capacity must be assumed unless there has been an assessment and documentation to the contrary.

Legislation

Aims:

Participants are aware of the legislation that regulates them in the performing of their roles.

Objectives:

- Participants recognise that the use of restrictive physical interventions can not be used as a form of punishment, and must only be after primary and secondary prevention and non physical reactive interventions have been tried, reviewed and evaluated to be ineffective. (BILD Code of Practice)
- Participants understand their responsibilities to uphold the Equality Act

The Equality Act (2010) <https://www.legislation.gov.uk/ukpga/2010/15/contents> requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need

Under the guidelines in the Department of Education (2013) Use of reasonable force: Advice for headteachers, staff and governing bodies

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

- in schools, responsibility for monitoring the use of Restrictive Physical Interventions lies with the Head teacher who should provide an overview report at least annually of the incidence and management of RPI in the school to the Governing Body
- In residential establishments monitoring will take place as required by the Children's Homes Regulations. Local authorities may have additional requirements involving oversight by Elected Members and the Local Safeguarding Children Board
- Monitoring serves two purposes. At the individual level it allows for improved practice with the individual young person, whilst at the strategic level it has the potential to influence policy and practice

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

However, this must only be after primary and secondary prevention and non physical reactive interventions have been tried, reviewed and evaluated to be ineffective.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” :

<ul style="list-style-type: none">• knives and weapons• alcohol• illegal drugs• stolen items• tobacco and cigarette papers	<ul style="list-style-type: none">• fireworks• pornographic images• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
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Force cannot be used to search for items banned under the school rules.

Positive Behaviour Support

In addition to the aim and objectives in the D.ESCAL8™ foundation curriculum:

Objective:

Participants understand that behaviour and risk management plans must be reviewed at least half termly and recognise their role in this process.

- School staff should refer to the school’s behaviour policy when developing and implementing behaviour management plans.
- All behaviour management plans should be formally agreed and ratified before implementing them in school and should:
 - meet the pupil’s needs
 - encourage the pupil to make positive choices and develop self-control
 - support the pupil in difficult situations

- safely manage crises if and when they occur

Behaviour plans and risk management plans should be reviewed on a half termly basis, unless emergency interventions result in more frequent review.

Classroom Management Strategies

Aim:

Participants understand the importance of well planned classroom management and the need for effective primary and secondary prevention strategies.

Objectives:

- Participants understand the need for specific planning around children and young people who have been previously disruptive.
- Participants understand the need for using a range of effective primary and secondary support strategies to prevent the use of restrictive physical interventions.

This section of the course is taught and considered in conjunction with the Kaplan and Wheeler (1983) Assault Cycle and Positive Behaviour Support.

Well planned classroom management will be vital in the smooth running of the class. Primary preventative strategies and planning around individuals who have been disruptive in the past is an essential part of classroom management. When behaviour in the classroom escalates to an extent that the class has some form of disruption, beyond primary preventions and classroom management, secondary strategies will kick in moving the situation from classroom management to behaviour management. It is only in circumstances where the incident becomes crisis management that physical interventions may be needed.

Trainer-led discussion around primary and secondary prevention strategies.

Working with parents and carers

Aim:

Participants understand the importance of working with parents and carers of the children/young people they work with.

Objective:

- Participants understand the need to take into account the views of parents when making behaviour and risk management plans in order for the child/young person to have consistency and continuity in their positive behaviour support
- Participants understand the need to keep parents and carers informed with regards behaviour support plans and incidences where restrictive practices occur
- Participants understand the need to maintain a good relationship with the parents/carers

Parents' views are important during the process of carrying out of needs assessments and drawing up or reviewing behaviour and risk management plan in relation to a child. Schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon.

At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

Department of Education (2015)

A guide that parents and carers can be made aware of and encouraged to read is the from the Department of Education (2014) - Special educational needs and disability A guide for parents and carers.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

Further Reading

Department of Education (2014) The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Department of Education (2015) Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_Code_of_Practice_January_2015.pdf