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School Supplementary Guidance



Title: Studio III Guidelines

This guidance is to be read in conjunction with related National Autistic Society Policies

Declaration

The Sybil Elgar School does not promote partisan political views.

The school will have regard for The Human Rights Act, 1998, The Disability Discrimination Act, 1995, as amended by The Special Educational Needs and Disability Act, 2001, including new duties 2002, and The Principles of the New Code of Practice, 2001, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.

In addition the school has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	STUDIO III Trainer Chartered Practitioner Psychologist
Date of document	May 2010
Latest revision	October 2018
Signed Chloe Phillips Principal	

Introduction

STUDIO III is a non-aversive approach developed by Dr. Andy McDonnell and it specialises in non-aversive behaviour management strategies. The Studio III Group comprises Studio III Training Systems, Studio III Innovations and Studio III Clinical Services. Studio III as a group specialises in working with adults and young people with challenging or problem behaviours and staff teams and carers who work with these groups. Specifically Studio III Training provides staff training in the management of challenging behaviours across a wide range of areas from mainstream schools to secure mental health settings. Studio III Innovations produces distance learning packages for staff teams and undertakes leading edge academic research into challenging behaviour. Studio III Clinical Services works directly with young people and adults who have challenging behaviours. Sybil Elgar School uses STUDIO III principles and strategies in conjunction with other therapies and interventions. All physical interventions used at Sybil Elgar School are approved by STUDIO III who has been certified by BILD (British Institute of Learning Disabilities).

Nature

STUDIO III approach takes into account the individual's communication, environment, interests and abilities. As such all interactions and programmes must be proactive not reactive, and must promote positive behaviour. STUDIO III aims to:

1. Improve quality of life for the individual by providing staff with the necessary information and skills to provide a therapeutic environment.
2. To develop a proactive approach in the management of challenging behaviours.
3. To increase the competence and confidence of all those that deal with challenging behaviours (behaviours of concerns).

Physical skills are taught as part of the STUDIO III course. Physical skills should only be used as a last resort when all other interventions and strategies have been tried and have failed (TINA Principle). Physical interventions are "defensive" and must never be used offensively or as a punishment.

Entitlement

STUDIO III aims to ensure that all staff and students* are entitled to:

- Be safe, in accordance with the Duty of Care
- Not be hurt (physically or emotionally)

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- To be happy and to enjoy being at Sybil Elgar School
- To be treated with dignity and respect, taking into account the individual's age, experience, role, gender, special needs and religious and cultural background.
- To have a good quality of life
- Have a forum and be empowered
- Accessing an educational and care provision that promotes equality, respect and timely addresses instances of on-line and cyber-bullying, radicalisation and abuse.

Implementation

By using individualised programmes, timetables, structured teaching and by providing opportunities for a wide range of appropriate leisure and relaxation activities, STUDIO III aims at improving all students' lives. This must be reflected in students' behaviour management programmes (ISPs, PPs/SPs and RAs). STUDIO III principles and strategies are complementary to other interventions and therapies used at Sybil Elgar School e.g. TEACCH and SPELL.

All Physical skills should be discussed, documented and approved by on-site STUDIO III instructors, Senior Designated Safeguarding Lead (DSL) for child and adult protection, Principal, Head of Care, Key Workers, School Chartered Psychologist, Local Authority, parents/carers and, if necessary, a Master trainer at the STUDIO III Group.

All restrictive physical interventions (RPI) should take into account:

- Principles of good body alignment
- Concerns for circulation and respiration
- The avoidance of pressure on joints
- The importance of not causing pain or injury

All permanent staff and 0 hours staff who have direct contact with students will attend a three-day in house training course in STUDIO III ideology and interventions on a rolling programme and within the first 3-6 months of employment. In addition, all staff will attend update and annual refresher courses as part of the school's ongoing staff training programme. All staff attending any STUDIO III training will develop a portfolio which reflects their professional development needs. Furthermore Induction sessions will be offered during morning bulletin meetings, specific to Individual Behaviour Management procedures.

The on-site STUDIO III trainers will be available to advise staff on specific strategies and interventions for specific students. STUDIO III acknowledges that working with students with challenging behaviour can be extremely stressful and distressing. As such, training will promote the necessity for stress management, de-briefing, appropriate supervision and support, and when necessary counselling.

The principles of STUDIO III have been incorporated into other school policies and guidelines (see references).

Recording

Review October 2020

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See Recording Policy

References

- STUDIO III Website www.studio3.org
- Behaviour Support in Schools and Children's Services (SO-0029)
- Use of Restrictive Physical Interventions (RPI) in NAS Schools and Services Policy (SO-0039 Revised)
- Emergency Responses Protocol (published 15th March 2014)
- **Safeguarding children (child protection) Policy WSO-0189**
- Restriction of Liberty (DoLS)
- SEN Policy
- Dress Code Policy
- Curriculum Policy
- Implications for Teaching, Learning and Progression for Pupils with Autism
- Statement and Differentiation
- PE/Leisure Policy
- PSHCE

*For the purposes of this policy and for fluency the term 'student' is used to describe all learners from the Early Years through to the 16-22 Provision.