



Bramfield House School

Positive Behaviour Support Policy ncluding use of RPI)

Reviewed September 2020

In Response to:

Legislation:

Children Act 1989

Human Rights Act 1998

Education and Inspections Act 2006

Health and Safety at Work Act 1974

National Minimum Standards (Residential Special Schools 2015)

United Nations Convention on the Rights of the Child (ratified 1991)

Violent Crime Reduction Act 2006

Equality Act 2010

Best Practice Guidance Documents:

DE&S/DoH Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder 2002

DoH Guidance on Permissible Forms of Control in Children's Residential Care 1993

DfE Behaviour and discipline in Schools 2014

BILD Code of Practice for the use and reduction of restrictive physical interventions (third edition) 2010

1. Aims

It is the aim of our school that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our schools **Positive Behaviour Support Policy** is therefore designed to support the way in which all members of the school can live and work together in a mutually supportive way. It aims to promote the overall well-being of young people and staff, and an environment in which everyone feels happy, safe and secure.

This policy outlines what we expect from all our young people, staff and visitors to the school, in terms of their behaviour. It extends to all members of our school community and is written in line with

current legislation, guidance and best practice principles. Positive behaviour and self - discipline have strong links that are vital for young people to carry with them both during and after their time living at our school .

We believe that all young people should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our young people in developing a high level of social awareness and tolerance. Our aim is to ensure that all our young people leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

All staff at the school are dedicated to ensuring that our school environment supports the social development and the emotional wellbeing of young people and staff through a strong sense of safety and security. Support, and respect are the foundations of our school and we work hard to provide a safe school where young people feel included in every aspect of school life, and comfortable to voice their opinions.

The Positive Behaviour Support Policy confirms the school is commitment to:

- Ensuring our student achieve their full potential.
- Support our young people to acquire the knowledge and skills relevant to life in a fast changing world.
- Support our young people to develop as confident young people, able to take risks within a safe environment.
- Develop young people to be curious, ambitious and take pride in their achievements.
- Guide young people to achieve high standards in all they do.
- Help young people to understand their rights and accept responsibility..
- Allow young people to enjoy what they do and have fun.

To achieve these aims, we will provide:

- A happy, healthy, safe and secure environment.
- Quality education with individualised support.
- Help for each student to develop and practice skills to resolve conflicts positively and without harm to anyone
- A professional, skilled, highly-motivated staff team.
- School leadership focussed on continuous improvement.
- Opportunities for parents and carers to play an active part in their child's education and the life of the school .
- Opportunities and the chance to extend our close links with the local community.

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour, describe rewards and consequences used by the school , and to determine how they will be fairly and consistently applied.

In order to achieve this, the school will:

- make clear its expectations of positive behaviour, through house meetings, key work sessions, individual incentives and in published documents;
- reward achievements.
- treat staff and young people as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the school ;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

2. Standards of behaviour

2.1 School

We understand that the first step to modelling positive behaviour is to lead by example, which means that all staff and anyone else who comes to the school must act responsibly and professionally, and will never denigrate young people or colleagues.

We work hard to ensure that positive behaviour is consistent across the school so that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account each young person's individual needs as well as the additional challenges that some vulnerable young people may face.

Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work closely with parents and carers to help them to understand their children, and their behaviour. We believe that in conjunction with consistent behaviour boundaries, and reliable support systems, praise, and rewards for positive behaviour are an important part safe and secure school environment.

The school will report behaviour, positive or negative, to parents, social workers and carers regularly. We encourage parents, social workers and carers to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote positive behaviour within the school environment and reminders of school's expected standards of behaviour are regularly visits in young people's meetings and personal development sessions. Staff are a constant presence around the school, to support each young people emotional wellbeing and to be available to support every student if there is any escalation in possible negative behaviour.

We recognise that where individual young people are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified we will do all we can to ensure that the student receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of young people with SEN and/or disabilities.

Whilst all young people identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that some young people often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the emotional, social and educational opportunities available to all young people.

Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed regularly.

The school will take all reasonable measures to ensure the safety and wellbeing of all young people and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of young people's social, emotional and behavioural skills.

2.2 Young people

The school expects all of our young people to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other young people or staff will not be tolerated.

Young people are ambassadors for our school even when off school premises, and we expect them to act accordingly. They are expected to follow school rules, listen, follow instructions by staff, and accept and learn from any consequences that they receive. This extends to any arrangements put in place to support their behaviour, such as behavioural support programmes.

Under no circumstances will illegal or inappropriate items be brought into school, and all young people will be expected to respect and look after the school premises and environment. The following behaviour is regarded as unacceptable and as a result appropriate consequences will be implemented, depending on the circumstances.

- verbal abuse to staff and others
- verbal abuse to young people
- physical abuse to/attack on staff
- physical abuse to/attack on young people
- indecent behaviour
- damage to property
- use of illegal drugs
- use of other substances including "legal highs"
- alcohol consumption
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- possession of an illegal drug

- supplying an illegal drug
- carrying an offensive weapon
- arson

3. School expectations that apply at all times to all staff and young people of the school

- Rude, derogatory, racist or defamatory language will not be tolerated.
- Young people to be considerate of their peers and the extended community.
- Be polite and respectful at all times. This applies to staff, other young people, any visitors to the school, and to members of the general public.
- Take care of your environment, both in the school and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will be acted upon.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Respect staff requests.

The following items are not allowed in school under any circumstances:

- Alcohol and drugs including “legal highs”
- E-Cigarettes, Cigarettes, matches, and lighters
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Gambling is not allowed on school property.

3.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. If a student is found to be involved in drug-related incidents, then the school's manager is responsible for calling a multi-agency meeting to discuss these concerns and to implement strategies to reduce such incidents in the future. This includes supplying, possessing, or taking drugs.

We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer young people to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises. **Tobacco** In line with legislation, the school has a policy of No Smoking in the building or on the school site.

- **Prescription drugs** Carrying, supplying or taking prescription drugs illegitimately will require staff to report to the manager of the school.

- **Non-prescription drugs** Some over-the-counter drugs can be harmful if misused. We advise that young people should not carry these in school. If they need medication they can go to the doctors.
- **Medication** We are aware that it may be necessary for some young people to take medication. All staff should make themselves aware of this as soon as a student starts taking the medication.
- **Solvents** The school will ensure that potentially harmful substances are stored safely, and young people will be supervised carefully where such substances are used . The use of aerosol deodorants will be discouraged if there is a potential risks to people with asthma or other bronchial problems.
- **Illegal substances** No illegal or illicit substances should be brought to school or used on school premises.
- **Alcohol** Consuming, carrying or supplying alcohol is strictly prohibited.
- **All of these expectations also apply when travelling to and from school.**

4. Bullying

According to the DfE document ‘Preventing and Tackling Bullying – ‘Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to school circumstances;
- sexist or sexual bullying. It can take place between young people, between young people and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;

- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones, tablets and the internet, deliberately to upset someone else. Cyber bullying that occurs while young people are under the school's direct supervision will be dealt with in line with this Policy.

In cases where cyber bullying occurs while young people are outside our direct supervision (i.e. at school), parents and carers will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents and carers in this.

Our school wants to make sure that all young people feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and young people. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in everything we do at the school.

It is made very clear to young people what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action. If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it will be reported to the Registered Manager.
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used

Schools are required to comply with the new equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

Foster good relations between people who share a protected characteristic and people who do not share it.

4.1 Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, effectively manage and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

4.2 Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programme within the schools our young people attend that discusses issues such as diversity and anti-bullying messages
- Acceptable Internet Use policy is signed by all and e-safety is discussed.
- On-going staff induction and training programme
- Adequate staff supervision at all times
- Clear and consistently applied policies for behaviour

5. Disciplinary sanctions-

Young people should be informed about the range of sanctions that may be imposed upon them and the possible circumstances which may result in sanctions.

Most looked after young people have come to view themselves, and are viewed, as failures. They have had their fill of sanctions, usually imposed inconsistently, unfairly or as acts of revenge.

Before imposing sanctions, staff should do all they can to support and encourage young people to do well. If young people do not behave acceptably, strategies should be adopted. Rather than noticing and sanctioning misbehaviour it is always better to notice and reward good behaviour - or any step in the right direction. For example, it may be more effective to allow a child to have use of a DVD at bedtime for getting up on time; rather than taking the TV away for getting up late.

The former is discouraging and causes resentment; the latter is encouraging, can improve self-esteem and relationships between young people and staff.

If young people continue to behave in unacceptable ways, they should be reminded about what is expected and given further encouragement to get it right. If misbehaviour persists or is serious, effective use of reprimands can act as a disincentive or firm reminder. If this does not work, or may not, sanctions may be effective.

Where sanctions are used they must be reasonable and the minimum necessary to achieve the objective. Also, there should be a belief that the sanction will have the desired outcome - increasing the possibility that acceptable behaviour will follow.

If sanctions are imposed, carers should apply the following principles:

- a. Sanctions must be the exception, not the rule. A last resort;
- b. Sanctions must not be imposed as acts of revenge or retaliation;
- c. Think before imposing the sanctions; don't apply it in the heat of the moment;
- d. Sanctions may only be imposed upon young people for persistent or serious misbehaviour where reminders and reprimands have already failed or are likely to fail;
- e. Sanctions should only be used if there is a reasonable chance they will have the desired effect of making the point and in reducing or preventing further unacceptable behaviour;
- f. Before applying any sanction, make sure the child is aware that his/her behaviour is unacceptable and, if possible, warn him/her that sanctions will be applied if the unacceptable behaviour continues;
- g. It is the certainty not the severity of sanctions that is important;
- h. Sanctions should only last as long as they need to and allow the child the opportunity to make a fresh start as quickly as possible.

Approved Consequences

The following consequences may be imposed upon young person:

- a. Confiscation or withdrawal of a telephone or mobile phone in order to protect a student or another person from harm, injury or to protect property from being damaged;

- b. Restriction on sending or receiving letters or other correspondence (including the use of electronic or internet correspondence) in order to protect a student or another person from harm, injury or to protect property from being damaged;
- c. Reparation, involving the student doing something to put right the wrong they have done; e.g. repairing damage or returning stolen property; Restitution, involving the student paying for all or part of damage caused or the replacement of misappropriated monies or goods. No more than two thirds of a young person's pocket money may be taken in these circumstances if the payment is small and withdrawn in a single weekly amount. Larger amounts may be paid in restitution but must be of a fixed amount with a clear start and end period. If the damage is serious or the size of payment particularly large then the young person's Social Worker should be informed of the matter;
- e. Curtailment of leisure activities, involving a student being prevented from participating in such activities;
- f. Additional chores, involving a student undertaking additional chores over and above those they would normally be expected to do;
- g. Early bedtimes, by up to half an hour or as agreed with the young person's Social Worker;
- h. Removal of equipment, for example the use of a TV or DVD player;
- i. Loss of privileges, for example the withdrawal of the privilege of staying up late;

Monitoring and Recording Use of Consequences

The school's manager must monitor and review the use of sanctions and that the sanction used has been appropriate. The manager must sign to acknowledge their approval.

Sanctions should be an effective tool, and any review must take into account effectiveness of the sanction imposed, the manager must ensure that if sanctions prove ineffective then other alternative methods are applied

Sanctions must be noted on sleuth the school electronic system and individual young person's daily record.

5.2 Use of physical intervention

This part of the policy is to be utilised and implemented in times where Reasonable Force / Restrictive Physical Intervention (RPI) is foreseen or has been required.

The school's philosophy to RPI is based on valuing and respecting pupils / children and young people while taking into account each individuals special educational needs and the dignity of all by adopting a child centred approach, which remains underpinned by relevant theoretical models within our Positive Behaviour system.

RPI is to be used as a last resort, when all other options have been explored or an assessment is made that non- physical measures are inadequate due to the presenting circumstance.

Staff have an obligation in delivering a duty of care both on school site and during school outings, guidance is given that the use of RPI / Reasonable Force has been permitted by the Head Teacher (in line with the DfE 2013 Use of Reasonable Force guidance) in a response to student potentially or actually:

- **Harming themselves;**
- **Harming others;**
- **Causing damage to property;**
- **Causing disorder to the running of the school or outing; and / or**
- **Are suspected or in the process of committing a crime.**

RPI is used in the best interest of the student and as a response to presented or suspected behaviour(s) that challenge, safeguarding all parties and property surrounding them; this includes the management of violent and / or aggressive incidents in a controlled and caring manner by utilising staffs core training in the use of **Team- Teach** techniques or the implementation of Reasonable Force. **Team Teach** is our selected modality and is accredited by the Institute for Crisis Management (ICM).

All staff at the school are fully trained, and have the authority to use force when reasonable, and this extends to any other person whom the manager has given the responsibility to be in charge or in control of the young people. Staff can also use this power when they are lawfully in charge of young people but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of physical intervention, the school will speak to the parents (if appropriate) and social worker concerned. Physical intervention will **never** be used as a punishment. Such serious incidents involving the use of physical intervention will also be recorded by the school.

Young people who attend the school have an individualised plans and Risk Assessments. These working documents are devised as a collaborative process involving staff and when appropriate student and their wider professionals, providing insight and evidence to the identified approaches that are necessary, proportionate and reasonable in non-restrictive interventions while offering a planned and consistent approach in responding to an escalation in behaviour(s) that challenge to the point of RPI.

The school is transparent around the use of RPI and awareness of this policy is shared on induction with staff, young people, professionals and parents. Document held in relation to RPI can be accessed by the parent, student and social worker at any time and at the request of the local authority, with permission.

Written record are kept of each in occurrence where RPI has been used. Staff must evidence what de-escalation techniques have been used, they must acted in accordance with section 93 of the Education and Inspections Act 2006. Further legislation and government guidance incorporated in this policy includes:

- **The Education Act;**

- **The Education (Independent School Standards) Regulations 2015;**
- **Equality Act 2010;**
- **DfE Behaviour and discipline in schools - Advice for Headteachers and school staff (2016)**
- **DfE- Use of Reasonable Force Advice for Head Teachers, Staff and Governing Bodies- (2013);**
- **Department of Health and Department for Education and Skills- Guidance for Restrictive Interventions- July 2002; and**
- **Department for Education- Guidance on the use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties- 2003.**

Our overall on-going objective is in the reduction of RPI being used, and students being able to self-regulate and become autonomous in times of dysregulation, as demonstrated through the school's Positive Behaviour policy.

2.0 Policy and Practice Guidelines

Staff joining the school with a valid Team- Teach certificate being transferred from another organisation / agency is to provide a copy of their certificate and summary of training covered to ensure their skills are transferable to the school. These staff will be required to attend a refresher course with a Team-Teach Trainer. The duration and outcome of this is dependent on the individual's skills and experience and based on the assessment of the trainer facilitating the event in liaison with the SLT. If the individual's certificate is not to the level of the school's - a 12 hr Basic Programme, they will only be permitted to use skills that they are qualified / certified in. If the incident requires further levels of intervention they are to swap with a fully qualified Team-Teach member of staff when the opportunity arises and it is safe to do so, if not possible then they are functioning under Reasonable Force.

The proper use of RPI requires skill and judgement, as well as knowledge of and training in non-restrictive intervention. All contracted frontline staff at the school are inducted and required to attend core training in our PBRS and in the use of Team- Teach techniques (12-hour certificate). Staff are equipped to use a variety of Team- Teach techniques in the management of behaviours that challenge, the main emphasis of this course being on the Basic Functioning, Early and Proactive Intervention Phases that the school offer and promote through our policy

Restrictive floor interventions are not the school's preferred practice. However, awareness must be had to staffs duty of care under Reasonable Force if the circumstances were to arise. In these circumstances Team Teach Trainer must be called to the incident. An Incident Review will be conducted to identify the reasoning for the force used and to ensure this adheres to the criteria for Reasonable Force being used and in line with internal and external policy / guidance.

The main obligation of staff, if safe to do so and at a variety of opportunity as demonstrated during core training is to gradually disengage in times of descending to the floor and if necessary reengage in an alternative position.

Refresher courses are held to update skills in line with Team-Teach requirements, this is to be completed every 2 years. However, ad-hock training / refreshers are used as part of Training Needs

Analysis (TNA) and to monitor staffs' retention of the school's underpinning theory base; also to update staff on changes to external and internal policy, guidance and legislation. However, additional training can be offered on the request of individual staff or to the discretion of trainers and / or the SLT; or as a result of conducted TNA, this being through an audit of each YONG PERSON's needs and / or generated evidence from central systems, observation, and feedback of practice or as an outcome of an Incident Review. The school has regular calendar slots to ensure Team-Teach techniques and other non- physical interventions are both retained and implemented in a satisfactory way through a process of Incident Quality Assurance.

Ideal practice in the physical management of young people is from the use of core training, such as Team-Teach technique. However, awareness is to be had that under **Reasonable Force** improvisation and adaptations in skills may be required. Staff must be aware that in times of using any skill outside of core training they are functioning under **Reasonable Force**, to which they must be able to justify their actions through ensuring that it was **necessary, proportionate** and **reasonable** within the circumstances. In times of **Reasonable Force** being used staff are to report directly to a Team- Teach Trainer, who will then formally inform the RPI Coordinator / SLT and an Incident Review will be completed.

A minimum of 2 staff to be present, unless justified otherwise.

Fewer well briefed, informed and trained staff is likely to be more effective. Staff entering an incident are to assess and follow guidelines from core training.

Help Scripts' are to be used in line with core training-

a) On approach:

"Help is available"

This offers opportunity for staff to give advice on where available staff would be best used. Staffs without direct roles or responsibilities are to disperse and return to normal duties.

b) On an observation of concern:

“I'm here to take over!”

This is a direct message to staff; the member of staff it is directed to must facilitate the take-over process and leave the incident.

c) Staff are to support each other by informally debriefing on incidents through a Collective Reflection Process. Where staff observe a need for further more formal debriefing they are to coordinate this internally, if this results in cover difficulties then the SLT are to be informed to make necessary arrangements. It is the responsibility of the staff team to report any observations and, if required, individually access available or necessary support through the SLT and / or RPI Coordinator post incident if the support received from colleagues has not sufficed;

d) Where there have been concerns in relation to an observation of inadequate management of student or conduct of a staff member is in question and a Help Script has been used staff are obligated to report these to the RPI Coordinator and SLT.

Staff without a direct role to play in the management of the incident are to disperse and return to their duties

Self-Care -

a) Keep items of jewellery to a minimum to reduce the risk of injury and damage to valuable belongings;

b) Consideration to the length of ones' nails is to be had to ensure the safety of YONG PERSON;

c) Wear appropriate clothing for the environment you work within and in line with recommended dress code. The school has a 'no sandals / flip-flops policy' and requires that feet are fully covered.

Communication-

a) It is more effective for one staff member to talk at each time. Communications are to take into account other training and staffs theoretical knowledge;

b) Adopt a '**talk through the child**' approach. In some situations, it may be appropriate not to talk to the individual until a suitable point has been reached.

Positioning and movement-

a) Completely stopping an individual from moving can cause further escalation and distress and may increase the risk of soft tissue damage or muscular strains, exacerbating the risk of acidosis and

Positional asphyxia: '**Positional asphyxia**, also known as **postural asphyxia**, is a form of **asphyxia** which occurs when someone's position prevents the person from breathing adequately'

b) In an emergency staff are to respond in line with core training - seizing the intervention and seeking medical support immediately and gain the coordination of a SLT member;

c) The resistance / struggle of an individual is to be correctly assessed and interpreted by staff, with a clear consideration to this being a form of communication.

Every attempt is to be Restrictive Physical Intervention (RPI) Policy made to make the student as comfortable as possible by changing positions and levels on a frequent basis. Ultimately, the school's philosophy is to use disengagement proactively - this being by adopting a '**let go to calm approach**', meaning that staff may let go of the individual to enforce a de-escalation, this only being when assessed that it is safe to do so and by using a graded response - the changing of levels of intervention and techniques used;

d) Managing and limiting movement is far more effective and less distressing and risky for the individual(s) involved than forcing the student to stop altogether;

e) A hierarchical approach is preferred - ranging from lower to higher levels of intervention, skills are to be reduced in the same manner;

f) Staff to remain aware of 'avoided areas of the body' in line with guidance from core training;

g) Every action taken must always be justifiable through evidencing it was **necessary, proportionate and reasonable** and the minimum amount of force was used for the minimum amount of time.

Staff Members Compulsory Requirements Post Incident

Phase 1) Student debriefed on the incident - this must be offered. However, an awareness is to be had on staffs timing, ensuring that this is appropriate and not going to escalate the situation;

Phase 2) First aid assistance - this must be offered post incident or immediately in times of an emergency. In times of a visible injury medical intervention is to be insisted, if denied then staff are to seek guidance from the SLT;

Phase 3) Student to be reintegrated - this must be in line with core training guidance;

Phase 4) Delegate procedural responsibilities of reporting and recording - staff are to discuss and allocate responsibility of informing, as follows:

- Parent(s) / Carer(s) - where possible before the child returns in to their care;
- Local Authority Social Worker (LASW) - by 17:00hrs on the day of the incident (email template can be obtained via Teacher Share);
- Supervising Social Worker (SSW) - by 17:00hrs on the day of the incident (email template can be obtained via Teacher Share);
- The class lead;

Phase 5) Recording - the incident is to be logged on Sleuth within 24hrs. If staff require assigned time to complete this action it is their responsibility to negotiate with the class lead and / or the SLT within the timeframe stated above.

- It is the responsibility of YONG PERSON's parent / professionals to request RPI reports. In times where professionals require the circulation of reports they are to be advised to request

these directly from the RPI Coordinator, as stated on the email template, which can be obtained via Teacher Share.

Where a student makes a complaint about a restraint this is referred to the head teacher immediately. Please refer to allegations procedures.

6. Rewards policy

We believe that it is important to encourage good behaviour throughout the school by celebrating and rewarding positive behaviour. This will include the use of incentives to praise young people for positive actions, stimulating a voluntary and progressive improvement in their behaviour and increasing their motivation towards the achievement of social and emotional development.

6.1 Celebrating success

At our school we regularly celebrate the success of all young people in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school . The many ways we celebrate success are listed below:

6.2 Student support

We aim to support all our young people to ensure that every child succeeds during their time with us. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, staff need to adopt some key point to support the student at this time. Young people need clear boundaries and to know what is expected of them.

The key points of a positive behaviour approach are:

- The ground rules are discussed with the student so that their views can be taken into account;
- Staff should be honest about any non-negotiable issues;
- Expectations need to be realistic and ideally phrased as a "do" rather than a "do not". If "do not" predominates in your rules, consider what young people are supposed to do if they are cross/angry for good reason, when your rules say they cannot, for example, shout, swear or hit out? Young people need to be helped to express themselves and need to know what is acceptable for them to do when they are faced with a situation which will provoke unacceptable behaviour;
- Young people may need to be reminded from time to time of the expectations regarding their behaviour and of why we have rules.

A student may have disabilities that affect their behaviour, social skills and understanding and so require extra help to be able to behave within acceptable boundaries. Others may be faced with a variety of stresses that are difficult for them to manage without support.

It is imperative that we have realistic expectations of young people according to their age and ability. Young people with disabilities, however, are unlikely to benefit when staff fail to assist them to realise their potential to behave appropriately.

Staff need to be aware that young people under pressure can have strong feelings of frustration, distress or anger. Staff can help children to behave in a more socially acceptable manner when they legitimise a young person's feelings. For example, acknowledging that a young person's feelings are legitimate may help them to understand that their behaviour e.g. hitting out or swearing is not legitimate.

Some young people may resort to challenging or unpredictable behaviours due to difficulties in making themselves understood. It is important that such behaviour is seen in the context of the young person's ability to communicate the wishes and feelings. If there are known trigger factors which appear to impact on how the student behaves then these should be recorded clearly in the placement plan the young persons "My Support Plan" and every effort made to avoid such situations happening - such information should be sought from relevant professionals who has worked with and knows the child well.

7. Complaints

The school has a standard complaints procedure. We encourage young people, parents and social workers to take any complaints or concerns to a staff member or the Registered Manager, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our school complaints & representations policy.