



**First Thought
Independent School**

FIRST THOUGHT CARE SERVICES

Behaviour Policy

2026-2027

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1. Introduction

- 1.1 We aim to create a happy, safe and stimulating environment in which all pupils are able to achieve their full potential. We recognise that the promotion of good behaviour together with a set of clear and fair rules and expectations play a vital role in contributing towards this objective.

Vision & Aims

- the promotion of positive behaviour, self-esteem, independence and self-discipline
- an environment in which all are treated with understanding, dignity, kindness and mutual respect
- the provision of a safe environment, free from violence, bullying and harassment
- a culture of praise and encouragement which enables all pupils to fulfil their potential
- an environment which enables all pupils to make appropriate and safe choices
- a culture where physical intervention is only used as a last resort
- the promotion of an environment where pupils are prepared to learn and are protected from being disrupted

2. Our approach to supporting positive behaviour

- 2.1 To achieve a consistent approach across the organisation, staff members need to be able to fully understand, explain and implement the aims and philosophy of the First Thought Care Services model developed by the Directors. The organisation aims to create and maintain a non-violent, democratic and therapeutic environment which is attachment-focused (i.e. one that recognises the importance of forming safe and secure attachments between pupils and staff through the establishment of positive relationships).
- 2.2 Further, in view of the fact that many of the pupils in our care have been exposed to childhood trauma, it is important that the way in which we work is trauma-informed through an understanding of the impact of childhood trauma on each pupil's development and behaviour.

3. Defining the complex needs of the pupils at the school

- 3.1 Trauma in children can manifest in a number of ways including phobias, anxiety disorders (e.g. separation anxiety), attachment disorders, depression, hyperactivity/ADD and disruptive behaviour disorders (e.g. oppositional defiant disorder). These behavioural, emotional and social difficulties (BESD) are often the result of trauma derived from adverse childhood experiences (ACE). Examples of such adverse childhood experiences include bullying, abuse, neglect and difficulties experienced in mainstream school environments. Autism and learning difficulties can also cause trauma as can the experience of being in residential care and numerous special school environments.
- 3.2 The School aims to address the many complex needs that arise due to the neurological, biological, psychological and social effects of childhood trauma. It does this by adopting a trauma-informed, relationship-based and attachment-focused approach whereby the way in which we care for each pupil is tailored to their individual needs and in a way which helps them to regulate their own emotions.

4. Behaviour expectations

- 4.1 In the interests of ensuring an environment where everyone feels physically, emotionally and socially safe, we expect and encourage all pupils to adhere to the following:

We expect all pupils to	- treat others with kindness, respect and dignity - be honest and reliable - show respect for the School environment - look after their own and others' property - respect the law and the School's rules
Inappropriate behaviour includes	- breaking school, classroom rules - unkind or aggressive (verbal and physical) behaviour - intentional damage to property - bullying - discriminatory comments and behaviour - swearing or abusive language - failure to follow staff instructions - going missing from school - non-attendance at lessons - disrupting the learning of others - theft or taking the property of others - coughing or spitting at or towards any other person

4.2 Although the School will always take into account the nature of each pupil's particular needs and difficulties, some types of behaviour may result in the School asking a pupil to leave the School, either for a fixed period of time or permanently. These behaviours include:

- aggressive and/or violent behaviour that may result in serious injury to others
- the use of alcohol or illegal substances or supplying these to others
- placing oneself or others in situations that have the risk of causing severe injury or harm
- sexualised behaviour towards peers and young children
- bullying behaviours that cause severe emotional or physical distress
- Intentionally coughing or spitting towards any other person.

5. Alcohol, smoking and illegal substances

5.1 Pupils are not permitted to bring to school, supply to their peer group, come in under the influence of or attempt to take/use alcohol, cigarettes or vapes or any illegal substance whilst at the school. While substance misuse is not typical in primary-age pupils, we are alert to the potential safeguarding risks that may arise if a pupil is exposed to drugs, alcohol, or smoking within the home or community. Staff are trained to recognise signs of concern and respond in accordance with our Safeguarding and Child Protection Policy.

5.2 If it is discovered or suspected that a pupil is using any of these substances, then we will carry out a risk assessment and act in accordance with the Safeguarding and Health and Safety Policy. Pupils who arrive at school under the influence of alcohol or illegal substances may be sent home to protect their peer group and support their physical health. This decision will be made by the Head of Education and the Designated Safeguarding Lead who will consider the most appropriate course of action to support the pupil and their peer group.

5.3 If it is suspected that a pupil has an illegal substance in their possession at school, then a relational approach will be used with the pupil to ascertain whether the suspicion is well founded.

5.4 Pupils can be supported by the team in the first instance if they are found to be engaging with such substances if parents and their placing authority are in agreement with this approach.

5.5 Although the School will always take into account the nature of the pupil's particular needs and difficulties, repeated instances of breaching the school's rules in relation to alcohol, smoking and illegal substances may result in the pupil being asked to leave the school, either for a fixed period of time or permanently.

6. Promoting positive behaviour

6.1 We believe that the establishment and development of good relationships is crucial to promoting positive behaviour. This relationship-based approach involves staff understanding and supporting pupils through having positive interactions with them; spending quality time with them; acting as good role models; de-escalating challenging behaviour; and providing them with safe supervision.

7. Collaborative problem-solving approach

- 7.1 The Collaborative Problem Solving (CPS) approach is an evidence-based practice for understanding and helping behaviourally challenging children and adolescents. The technique itself is a non-punitive, non-adversarial, trauma-informed approach designed by the Think: Kids initiative within Massachusetts General Hospital, the top psychiatric hospital in the United States. We will be embedding the CPS approach throughout the School to support pupils' behaviour.
- 7.2 The CPS approach acknowledges that challenging behaviours in children (including tantrums, pouting, violent outbursts, lack of engagement and other) is not "bratty," but is more a reflection of the fact that the child is lacking the skills to appropriately respond to an expectation of an adult. Since the child's brain has not developed the communication functions that adults have, this "bad behaviour" is really a way for them to communicate that they are struggling. Punishing them is the worst course of action because such an action causes them to withdraw and develop negative emotions. These negative effects are often carried throughout an individual's life if not appropriately managed. The CPS approach, therefore, meets behaviourally challenged children at their level and helps them build the skills to respond appropriately. This is the opposite of the traditional, punitive approach, which is harmful to a child who really needs compassion. Staff have been trained in the collaborative problem-solving approach.

8. Rewards and behavioural incentives

- 8.1 The School's relationship-based approach seeks to develop the self-esteem and self-discipline of pupils through shared positive experiences. The aim is to motivate them to have high expectations for their own development and to encourage them to make positive behavioural changes for themselves.
- 8.2 All pupils are supported to work towards personalised goals as part of their individual learning plans. These targets are based on each pupil's needs, interests, and aspirations, and may include academic, social, emotional, or behavioural development.
- 8.3 Staff use positive reinforcement and regular encouragement to help pupils achieve their goals. Progress is celebrated and recorded, with achievements recognised in ways that are meaningful to each child. Where appropriate, pupils may identify a longer-term reward such as a special trip or activity which is broken down into smaller, achievable steps. This approach ensures that every pupil can work towards something personally motivating, with consistent reward and support along the way.
- 8.4 In addition, the team may implement specific target-based reward strategies for some pupils where this is considered likely to achieve more positive behavioural outcomes.
- 8.5 A flexible reward system is used within the education setting. Teachers issue rewards not only for positive acts relating to the pupil's own learning needs and development but also for positive acts towards others. Rewards are based around these values: Risk Taking, Commitment to quality care, Working together to achieve the same goal, Innovation and Respect and dignity. The system is individualised to ensure that successes are possible for all pupils. Pupils collect stickers for various positive acts, and a weekly celebration event takes place to recognise and celebrate these positive achievements within all class groups.

9. The use of sanctions

9.1 We aim to keep the use of sanctions to a minimum through high-quality teaching and trauma informed support, intelligent behaviour management and positive reinforcement. However, there may be occasions when a sanction is necessary and appropriate for the purposes of:

- supporting a pupil to develop more constructive behaviour; or
- helping a pupil to develop their understanding about what is needed for people to get along with each other.

9.2 It is essential to take account of the pupil's level of development and understanding when deciding which sanctions to apply and when. To foster learning and to help the pupil to understand the link between cause and effect, it is important to ensure that any sanction is logically related to the transgression in some way. Any sanction that is applied should be relevant to the incident, reasonable and carried out as contemporaneously as possible.

9.3 The School considers that the establishment of secure and mutually satisfying positive relationships is fundamental to healing and future development. It is for this reason that sanctions should never involve the withdrawal of interaction or personal relationships. Once a sanction has been applied it will be necessary for staff members to stress that the pupil is still valued and cared for despite the transgression giving rise to the sanction.

9.4 If a sanction becomes necessary, the following options are available:

Potential sanctions

- ✓ a verbal reprimand
- ✓ requiring the pupil to repair any damage caused
- ✓ requiring the pupil to complete unfinished work
- ✓ an educational task for further learning about the incident
- ✓ undertaking an extra chore or task which is considered useful to the School
- ✓ doing something special for someone who may have been upset by the pupil's actions
- ✓ requiring the pupil to make appropriate financial reparation (which would need to be agreed by the Senior Management team)

9.5 These options should demonstrate our determination to be fair and have clear outcomes for persistently inappropriate or challenging behaviour. The duration of any sanction should not be unnaturally prolonged and should offer a fresh start once successfully completed. Any sanction should never deprive a pupil of their dignity, safety or reasonable comfort.

9.6 Sanctions should never involve:

- any form of corporal punishment

- any punishment involving the consumption or deprivation of food or drink
- any restriction (other than one imposed by a court or one which has been approved by the Senior Management team as being necessary for the purposes of safeguarding or promoting the pupil's welfare) on:
 - o a pupil's access to any online or telephone helpline providing counselling for young people
- the use or withholding of medication or medical/dental treatment
- the intentional deprivation of sleep
- imposing a financial penalty, other than a requirement for the payment of a reasonable sum by way of reparation
- any intimate physical examination
- withholding of any aids or equipment needed by a disabled pupil
- any measure involving a pupil imposing any measure against another pupil
- any measure involving punishing a group of pupils for the behaviour of a single pupil

9.7 Whenever a sanction is applied, staff should ensure that a record of the sanction should be sent to the Positive Support & Behaviour Analyst as well as the Senior Leadership Team, and the sanction should be signed by the pupil's teacher as well as the member of the Senior Leadership Team who authorised the sanction.

10. Searching of pupils

- 10.1 The Head of Education (in the case of any search carried out during the school day) or Assistant Head of Education and any member of staff authorised by them will be entitled to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have one of the following items (referred to below as 'Prohibited Items'):
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
 - tobacco and cigarette papers
 - fireworks
 - pornographic images.
- 10.2 Before authorising a search, the age and needs of the pupil involved should be considered including whether any reasonable adjustments are required where a pupil has a disability.
- 10.3 Only the Head of Education, Assistant Head of Education or any authorised member of staff may carry out a search. Whilst it is expected that it will very rarely be necessary to conduct a search, the Head of Education and Assistant Head of Education will oversee the School's practice of searching with support from the Designated Safeguarding Lead to ensure that a culture of safe, proportionate and appropriate searching is maintained and which safeguards the welfare of all pupils and staff.
- 10.4 The relevant Designated Safeguarding Lead should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of one of the Prohibited Items. The staff member should also involve the Designated

Safeguarding Lead without delay if they believe that a search has revealed a safeguarding risk. If the Designated Safeguarding Lead finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately in accordance with the School's Safeguarding Policy and Procedures

11. Before searching

- 11.1 A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of one or more of the Prohibited Items. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
- 11.2 Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The co-operation of the pupil should always be sought before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
- are in possession of a Prohibited Item.
 - do not understand the instruction.
 - are unaware of what a search may involve; or
 - have had a previous distressing experience of being searched.
- 11.3 If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this policy, ensuring that they are responding to misbehaviour consistently and fairly. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Head of Education and/or Designated Safeguarding Lead. During this time the pupil should be supervised and kept away from other pupils.
- 11.4 If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any Prohibited Items. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching for possessions or the pupil themselves.

12. During a search

- 12.1 **Where.** An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil (e.g. on a school trip).
- 12.2 **Who.** The member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:
- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- 12.3 When a member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a record of the search is kept in accordance with paragraphs 10.18 to 10.19 below.
- 12.4 **The extent of the search.** A member of staff may search a pupil's outer clothing, pockets, possessions, desk, locker or bag. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- 12.5 A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may only be conducted if there are reasonable grounds for suspecting that the pupil is in possession of one of more of the Prohibited Items.
- 12.6 A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 12.7 The member of staff's power to search outlined above does not enable them to conduct a strip search.

13. After a search

- 13.1 Whether or not any Prohibited Items have been found as a result of any search, consideration should be given to whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, staff should notify the Designated Safeguarding Lead in accordance with the School's Child Protection Policy and Procedures. If any Prohibited Items are found during the search, the member of staff should follow the guidance set out below on confiscation.
- 13.2 If a pupil is found to be in possession of a Prohibited Item, then the staff member should alert the Designated Safeguarding Lead, and the pupil should be sanctioned in line with this policy to ensure consistency of approach.

14. Recording searches

- 14.1 Any search by a member of staff for a Prohibited Item and all searches conducted by police officers should be recorded in the School's safeguarding records, including whether or not an item is found. This will allow the Designated Safeguarding Lead to identify possible risks and initiate a safeguarding response if required.
- 14.2 The record of each search should include:
- the date, time and location of the search.
 - which pupil was searched.

- who conducted the search and any other adults or pupils present.
- what was being searched for.
- the reason for searching.
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

15. Informing parents

- 15.1 Parents or those with parental responsibility should always be informed of any search for a Prohibited Item, and the outcome of the search as soon as is practicable. They should be informed of what, if anything, has been confiscated and the resulting action the School has taken, including any sanctions applied.
- 15.2 Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

16. Confiscation of items

- 16.1 An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
- poses a risk to staff or pupils.
 - is a Prohibited Item; or
 - is evidence in relation to an offence.
- 16.2 **Controlled drugs.** Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so in which case the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance issued by the Secretary of State:
- The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug.
 - When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.
 - If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.
- 16.3 Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.
- 16.4 **Alcohol / tobacco / vapes / fireworks.** If a member of staff finds alcohol, tobacco, cigarette papers, vapes or fireworks, they should pass them to the Head of Education, Assistant Head or Assistant Head of Education but should not return them to the pupil.
- 16.5 **Pornographic images.** If a member of staff finds a pornographic image, it should be removed from the pupil's possession and reported immediately to the Head of Education or Designated Safeguarding Lead. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images) and must never copy, print, share,

store or save such images.

- 16.6 **Stolen items.** Where a member of staff finds stolen items, these must be delivered to the Head of Education or Assistant Head of Education who will arrange for the items to be delivered to the police as soon as reasonably practicable or, if there is a good reason to do so, return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, all relevant circumstances will be taken into account including the following:
- the value of the item (it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, although it may be deemed appropriate to contact the police if the items are valuable).
 - whether the item is a Prohibited Item.
 - whether retaining or returning the item to the owner may place any person at risk of harm; and
 - whether the item can be disposed of safely.
- 16.7 **Weapons and other items.** Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, all relevant circumstances should be taken into account including:
- whether it is safe to dispose of the item; and
 - whether and when it is safe to return the item.
- 16.8 **Other Prohibited Items.** The Head of Education or Assistant Head of Education will use their judgement when deciding whether to return, retain or dispose of any other Prohibited Items. In deciding what to do with such an item, all relevant circumstances will be taken into account including:
- the value of the item.
 - whether it is appropriate to return the item to the pupil or parent; and
 - whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.
- 16.9 **Electronic devices.** Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all Prohibited Items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. The Head of Education, Assistant Head, Assistant Head of Education or Designated Safeguarding Lead may examine any data or files on an electronic device that has been confiscated as a result of a search if there is good reason to do so.
- 16.10 If the member of staff conducting the search suspects, they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead as the most appropriate person to advise on the School's

response.

- 16.11 If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to Head of Education, or Designated Safeguarding Lead as soon as possible. The image, data or file will be passed to the police unless the Head of Education, or Designated Safeguarding Lead deems that the image, data or file does not constitute a specified offence, in which case they may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

17. Safe holding and physical intervention

The School adopts the definition of restrictive interventions as actions that prevent, restrict or subdue a pupil's movement, whether through physical or non-physical means. These include reasonable force, restraint and (where applicable) seclusion.

The School recognises that restrictive interventions can have a significant impact on pupils and staff and will only ever be used as a last resort, where necessary to prevent harm and in line with the principles of necessity and proportionality.

- 17.1 This policy is informed by current Department for Education [guidance on restrictive interventions, including the use of reasonable force](#), and the Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025.
- 17.2 Whilst we aim to create an environment in which any form of restrictive physical intervention is not required, there may be circumstances in which it is necessary and appropriate, for example in order to ensure the safety of a pupil or others.
- 17.3 The School uses a behaviour management system called 'Team-Teach'. The Team-Teach system is nationally accredited by the Institute of Conflict Management and involves training in preventative; risk reduction and de-escalation strategies aimed at avoiding the need for any form of physical intervention.
- 17.4 In situations where staff need to intervene physically – which will only be the case if it is necessary to do so as a last resort - the Team-Teach system promotes the least restrictive positive handling techniques. To ensure that any physical intervention is carried out safely and in accordance with best practice, all physical techniques under the Team-Teach system have undergone a medical risk assessment carried out by independent medical experts.

18. Staff training in behaviour support and restrictive physical intervention

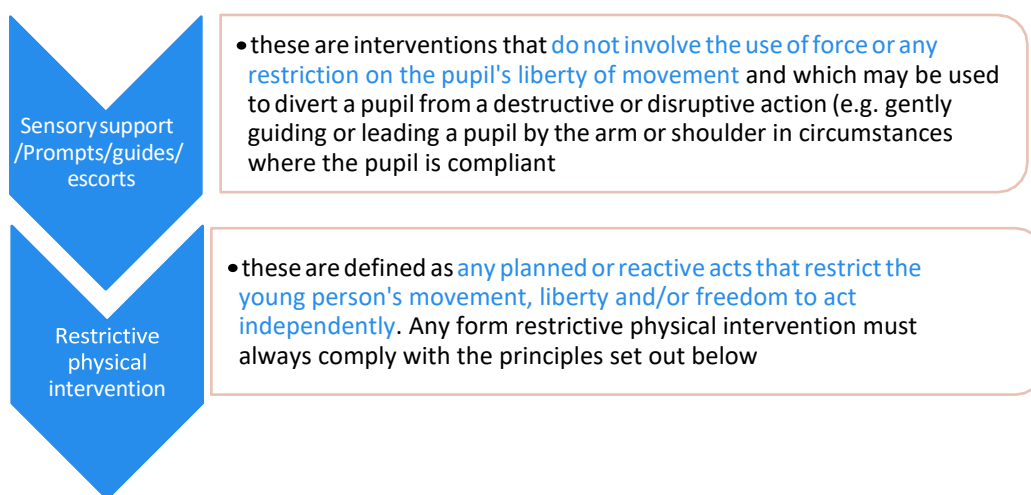
- 18.1 Every effort will be made to ensure that all staff:
- clearly understand this policy and their responsibilities; and
 - are provided with appropriate training to deal with these difficult situations. This training is informed by world experts in the field of reducing the need for restrictive measures.
- 18.2 All teaching staff members are required to complete a training course to become accredited and competent in the use of the Team-Teach system. New staff are required to complete Team-Teach training as part of their extensive induction process. Staff will only be authorised to use the Team-Teach system if they have been certified as competent by two qualified instructors. Competence is re-verifying at least every 12 months to ensure best practice and standards are maintained.
- 18.3 Team Teach training is provided through in-house trainers across the School departments who are qualified and accredited as designated Team Teach instructors. All instructors are

subject to re-accreditation by an external independent trainer at least every 12 months.

- 18.4 An important principle of Team Teach is that physical intervention should only be used as a last resort. As a result, an important part of the Team Teach training covers the underlying philosophies, theory and strategies of behaviour management.
- 18.5 It is an occupational requirement for all staff to who have direct contact with pupils to remain competent and willing to use the Team Teach system. It is understood that some staff members may become physically unfit to use Team-Teach due to injury, illness or pregnancy. Although appropriate temporary adjustments can be made, it is unlikely that any such adjustments can be reasonably sustained in the long term.

19. Types of contact

- 19.1 The School identifies different levels of contact with pupils, as follows:



20. Circumstances when restrictive physical intervention may be used

- 20.1 The only situations in which physical intervention may lawfully be used in the School is if it is necessary for the purposes of preventing or stopping:
- the **committing of any offence** by a pupil
 - **personal injury to, or damage to the property** of any person (including the pupil themselves) by a pupil, or
 - a pupil **prejudicing the maintenance of good order and discipline**.
- 20.2 For example, staff may be expected to physically intervene if it is necessary to do so in order to:
- separate two pupils who are fighting
 - prevent or stop a pupil from physically harming themselves or others
 - prevent or stop a pupil from causing serious damage to property
 - prevent a pupil from leaving the School if, by doing so, they would be putting themselves at risk or physical or psychological injury or harm

21. The safe use of restrictive physical intervention

- 21.1 It is the School's policy that any form of restrictive physical intervention should always comply with the following conditions:

Physical intervention – Key Principles

- ❖ it should only be used as a **last resort** after all trained methods of de-escalation have been exhausted
- ❖ it must be **necessary** for the one of the purposes set out above
- ❖ it must be applied in a way that is **proportionate**
- ❖ any use of force should be the **minimum amount necessary**
- ❖ it should only last for the **shortest possible time**
- ❖ it should only involve approved **Team-teach techniques**
- ❖ it should only be attempted if it is safe to do so: staff are never required to put themselves at serious risk of injury

21.2 Before carrying out any form of physical intervention, staff should carry out a dynamic risk assessment taking into account the following factors:

- the age and understanding of the pupil
- the size of the pupil
- the relevance of any disability, health problem or medication to the behaviour in question and the action that might be taken as a result
- the relative risks of not intervening
- the pupil's previously sought views on strategies that they considered might de-escalate or calm a situation
- the method of restraint which would be appropriate in the specific circumstances, and
- the impact of the restraint on the staff member's future relationship with the pupil.

21.3 Physical intervention should in no circumstances be used as a punitive measure or as a means to gain compliance. Physical intervention should never involve:

- the deliberate infliction of pain
- holding around the neck
- holding in a way that may restrict breathing
- forcing limbs against joints
- tripping
- holding by the hair
- kicking, slapping or punching
- holding a child whilst they are lying on the floor (whether in a supine or prone position)
- the use of threats or strident, aggressive or confrontational language (including body language).
- The use of force as a punishment or to secure compliance is unlawful and strictly prohibited.

22. Planned and emergency physical interventions

22.1 Staff must consider the potential impact of restrictive intervention on the pupil's emotional wellbeing, particularly for those with SEND, trauma histories or communication needs.

22.2 All pupils are subject to a risk assessment that informs their individual Positive Behaviour Support Strategies which are included in their Placement Plan. A Positive Behaviour Support

Strategy is a plan for the positive management of a pupil's challenging behaviour and identifies positive preventative strategies for how a pupil may need to be supported during a crisis. For each pupil, the likely risks are identified in a risk assessment and appropriate interventions are suggested. The risk assessments and Positive Behaviour Support Strategies are regularly reviewed and updated.

- 22.3 A planned intervention is one that is described or outlined in a pupil's Placement Plan, Positive Behaviour Support Strategy and risk assessments. This should cover most interventions and may include the use of Team-Teach techniques.
- 22.4 An emergency physical intervention may be necessary if a situation arises that was unforeseen or is uncharacteristic of the pupil. Any such intervention must always adhere to the principles set out above.

23. Post incident pupil support

- 23.1 Immediately after a physical intervention a pupil should be given time to calm away from their peers with a trusted adult as a continuation of the de-escalation procedure. During this time, it is important that the pupil is supported and not criticised. Potential ways of providing support include:
- encouraging the pupil to take part in a calming activity
 - give them the opportunity to have time away from the incident/trigger
 - allowing them to resume their usual routine/previous activity as soon as possible, and/or
 - providing them time with a member of staff to discuss what happened before, during and after the incident.
- 23.2 Although the Team-Teach techniques always seek to avoid injury, it is possible that bruising or scratching may occur accidentally during a physical intervention. Any such injury must be reported using the appropriate accident form. These are closely monitored by the Organizations Health and Safety Officer. If a pupil sustains an injury during a physical intervention, they should be offered medical attention, which should be provided as soon as possible.

24. Recording of incidents

The School has a legal duty to record all:

- Significant incidents involving force
- Restraint incidents
- Seclusion incidents (where applicable)

- 24.1 Where any form of restrictive physical intervention has been used, a record of every incident must be made. The record must include as a minimum:
- the name of the pupil
 - details of the pupil's behaviour leading up to the physical intervention
 - the date, time and location of the intervention
 - a description of the intervention and its duration
 - details of any methods used, or steps taken (e.g. de-escalation techniques) to avoid the need for intervention
 - the name of the member(s) of staff involved in the intervention and of any other person (whether staff or another pupil) present when the intervention occurred
 - the effectiveness and any consequences of the intervention, and
 - a description of any injury to the pupil or any other person, and any medical

treatment administered, as a result of the intervention.

- 24.2 The record should be made by the member of staff who initiated the intervention and sent to the Positive Support and Behaviour Analyst and the Senior Leadership Team within 24 hours of the incident. The record will then be signed by the author and stored on file.
- 24.3 There is a set of alert criteria, which if met, triggers a discussion by the SLT team and further or more immediate action by the senior management team.

25. Reporting to parents/carers

25.1 The School will ensure that all incidents involving the use of restrictive physical intervention are reported to parents/carers and, where applicable, the pupil's social worker as soon as reasonably practicable and, wherever possible, on the same day as the incident.

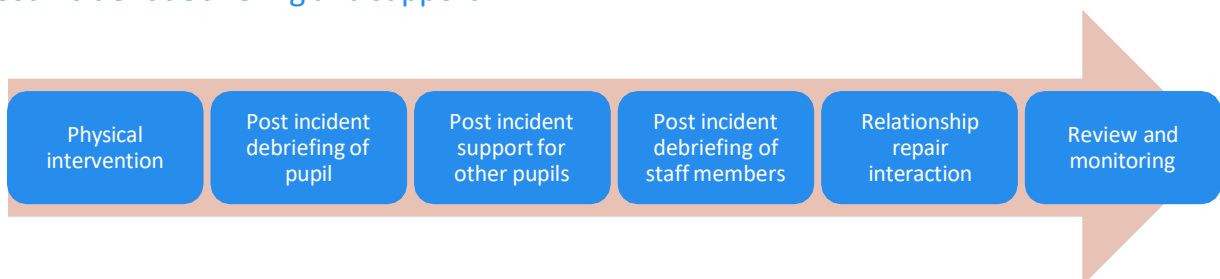
25.2 Information shared will include:

- the reason the intervention was necessary
- the type of intervention used
- the duration of the intervention
- details of any injury sustained and any medical attention provided

25.3 Reporting will be carried out in line with safeguarding and data protection requirements. Where there are safeguarding concerns about sharing information with a parent/carer, advice will be sought from the Designated Safeguarding Lead and, where appropriate, the local authority.

25.4 The School will continue to share relevant behaviour support information, including positive handling profiles, with professionals involved in the pupil's care, including at statutory review points such as LAC and Annual Review meetings.

26. Post incident debriefing and support



Post incident debriefing of pupils

- 26.1 Debriefing will focus on learning, prevention and relationship repair, rather than blame.
- 26.2 Following any restrictive physical intervention, an independent senior manager or the Positive Support and Behaviour Analyst will meet the pupil involved to give them the opportunity to discuss the incident and to express their feelings about it. This meeting should take place as soon as reasonably practicable and ideally within 24 hours of the incident.
- 26.3 During this meeting the pupil will be given an opportunity to read and talk through the incident report and encouraged to add their views and comments to the record. The pupil should be offered the opportunity to access the support of a family member or independent advocate to help them with this. The only situation in which the incident report will not be shared with the pupil is if it is deemed that this could increase their level of arousal/distress or would otherwise be detrimental to their wellbeing. Any decision not to share such a report would be subject to approval by the SLT team.
- 26.4 A record that the pupil has talked about their feelings about the physical intervention should

be added to the incident report no longer than 5 days after the incident.

- 26.5 All physical intervention reports will also be made available to the pupil to read. In the cases of non-readers, the reports should be communicated in a format that they understand.

Post incident support for other pupils

- 26.6 Any pupil who witnesses an incident involving the use of restrictive physical intervention may require additional support following the incident. If a pupil witnesses a restrictive physical intervention, an independent manager or the Positive Support and Behaviour Analyst will meet the pupil in order to discuss the incident and to give them the opportunity to discuss it and express their feelings. This meeting should take place as soon as reasonably practicable and ideally within 48 hours of the incident.

Post incident debriefing of staff

- 26.7 Any member of staff who is involved in a physical intervention should ensure that they have fully recovered before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

- 26.8 An independent senior manager or the Positive Support and Behaviour Analyst will speak to the member(s) of staff involved in any physical intervention to discuss the incident and to check that the report of the incident is accurate. This meeting should take place as soon as reasonably practicable and in any event within 48 hours of the incident in question. The staff member may

also be given the opportunity of a reflective supervision meeting to reflect on the incident, discuss what they have learned from it and to explore possible ways of avoiding a similar situation arising in the future. This will be used to review and, if necessary, update the Positive Behaviour Support Strategy in the pupil's Placement Plan.

Relationship repair interaction

- 26.9 In the interests of promoting the School's relationship-based approach, it may be appropriate after an appropriate interval for a meeting to be held between the member of staff and pupil involved in a physical intervention or in an incident giving rise to a physical intervention. The purpose of any such meeting is to repair any potential damage that may have been caused to the relationship between the individuals involved and to enable all parties to move on from the incident by re-establishing a positive and trusting relationship. Any such relationship repair interaction will be facilitated by an independent manager who was not involved in the physical intervention.

27. Reducing the need for restrictive physical interventions

- 27.1 The School is committed to taking all reasonable steps to reduce the need for restrictive physical intervention. The strategies adopted by the School in its restraint reduction programme are informed by a number of sources including Delaney (2001), Colton (2004), Huckshorn (2007) and Leadbetter (2009).

- 27.2 The particular measures that the School has put in place in order to reduce the need for physical intervention include the following:

- All physical intervention information is stored in an electronic database which allows for a

detailed functional analysis of behaviour to be carried out to identify patterns around times, staff allocation etc. This information is presented to the SLT team which meets on a regular basis to discuss those pupils who are of most concern and to put in place strategies to support the reduction of the need for physical intervention.

- Other approaches include allocating extra staff support at times of the day where there are clusters and trends of restraints appearing in the data for a pupil.
- Each member of staff who works directly with pupils is provided with access to regular reflective supervision sessions with an appropriate manager. This provides an opportunity for reflection on why particular restraints occurred and how they can be avoided in the future.
- All pupils are provided with a supportive debriefing session after every physical intervention in which every attempt is made to identify the triggers that led to the use of restraint. This information is collated and disseminated before being included in Placement Plans.
- Team Teach training – including training on behaviour management and de-escalation techniques - is reaccredited at least every 12 months to avoid performance drift. These sessions include training to enable staff to analyse pupils' behaviour and to identify ways in which they can support and ultimately not need to restrain in times of crisis and high anxiety.

28. Allegations against staff

If a complaint or allegation is made that a member of staff failed to adhere to the terms of this policy (e.g. in relation to the imposition of a sanction or the use of restrictive physical intervention), the matter should be reported immediately to the Designated Safeguarding Lead. The matter will be dealt with as a safeguarding issue in accordance with the terms of the School's Safeguarding Policy. Staff should refer to the School's Safeguarding Policy for further details.

29. Reporting concerns

It is in everyone's interests that the terms of this policy are adhered to at all times. Therefore, if any member of staff has any concerns that there has been a failure to comply with this policy, they should report the matter immediately to the relevant Designated Safeguarding Lead so that an investigation and appropriate action can be taken. Staff should refer to the School's Safeguarding Policy for further details. If a staff member still has concerns, they should raise their concerns in accordance with the Whistleblowing Policy set out in the Staff Handbook.

30. Monitoring

- 30.1 The Head of Education will monitor the day-to-day operation of this policy.
- 30.2 All physical intervention reports are forwarded to Jack Cook for monitoring and analysis of physical interventions and behavioural support strategies for all pupils at the School. The data is then used to inform the restraint reduction programme and to identify ways in which pupils along with their safety and attachment figures, staff or parents can be supported to reduce the need for restrictive practices.
- 30.3 The training team are supplied with a monthly breakdown of all positive handling and physical interventions with a synopsis and analysis of those pupils of most concern. These become the

subject of multi-disciplinary input and strategies on a daily basis.

- 30.4 The Chief Executive will make an annual report to the SLT on the effectiveness of this policy.
- 30.5 Any deficiencies or weaknesses in the arrangements for behaviour management or physical intervention that are identified through the above monitoring arrangements will be remedied without delay.
- 30.6 This policy will be reviewed every year by the Head of Education.