



# Promoting Good Behaviour & Discipline Policy

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## Contents

1.	Statement of Principles, Values, Aims and Objectives
2.	Principles and Values that Underpin this Policy
3.	The Objectives of this Policy 3.1 Review
4.	Head of Service Responsibilities and the Legislative Framework
5.	Creating a Positive and Structured Environment
6.	Relationships
7.	Challenging Behaviour and Children and Young People with Social, Emotional and Communication Difficulties (ASC/SLD)
8.	Pastoral Support
9.	The Use of Restrictive Physical Intervention (RPI) at Ashley Park School 9.1 Safe space/sensory rooms: 9.2 My Plans: 9.3 Post incident support (staff/student): 9.4 Complaints: 9.5 Recording & Reporting
10.	Rewards and Consequences Statement
11.	Consequences

12.	Expected Standards of Behaviour
13.	COVID-19

## 1. Statement of Principles, Values, Aims and Objectives

At Ashley Park School we aim to promote positive social, emotional and behavioural change in our children and young people through a supportive and consistent approach across education and care based on the needs of our children and young people. Our Positive Behaviour Management Strategy is a holistic person centered approach to the development of our children and young people based on effective, evidence-based methods of teaching, learning and quality of care.

Ashley Park School admits vulnerable children and young people who experience significant barriers to learning due to severe and complex learning difficulties and disabilities, autistic spectrum condition, associated medical and health needs and mental health conditions.

Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent, supportive and well supervised environment where children and young people feel safe and secure and reach their potential through positive relationships.

## 2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being

- To work in partnership with all stakeholders, to promote good behaviour
- To apply rules reasonably and fairly, to use Consequences effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs
- Corporal punishment is illegal in all circumstances

### **3. The Objectives of this Policy**

- To set out clearly how our principles and values can be translated into effective everyday actions
- To provide clear guidance and support to all staff
- To provide an overview for parents and carers regarding how we support their child.
- For staff to provide leadership and positive role models to children and young people
- To promote good behavior and make positive change for our children and young people, setting them clear and achievable goals
- To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
- To assist children and young people to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, coordinated and cohesive practices and procedures between home and school
- To support and regulate the behaviour and conduct of children and young people
- To reduce the risk/likelihood of bullying
- To comply with the standards

This statement should be read alongside key policies;

- Curriculum
- Teaching and learning, including SMSC
- Safeguarding
- Anti-bullying
- Equality and diversity
- Health and Safety, e.g. risk assessments, first aid and educational visits

#### **3.1 Review**

This policy is subject to annual review.

## 4. Headteacher's Responsibilities and the Legislative Framework

The Headteacher of Ashley Park School will set out measures in the Good Behaviour and Discipline Policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Head of Service must decide on the standards of behaviour expected, strategies to support and teach good behaviour, determine the rules and any disciplinary penalties for breaking them. The Head of Service will also consider measures and strategies to manage the following;

- All education staff have the power to discipline children and young people which occurs in school and in some circumstances out of school. e.g. transport and educational visits
- The screening and searching of children and young people
- The power to discipline, use reasonable force and other physical contact
- When to work with other local agencies to assess the needs of children and young people who display continuous disruptive behavior
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the Good Behaviour and Discipline Policy to Staff and publish on the website for parents and stakeholders to read
- Support and pastoral care for staff subjected to allegations of misconduct
- Clear guidance to all staff with regards their responsibilities to manage children and young people positively and have the power to discipline where children and young people misbehave either in or outside school

The legislative framework, Head of Services are required to consider;

- Education and Inspection Act 2006
- The Education Act 2002, Section 175
- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2014
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Pupils 2007
- DfES Guidance on Use of Reasonable Force (July 2013)

- DfE Advice to Head of Services and School Staff; Behaviour & Discipline (2016)
- Independent School Standards
- Positive environments where children can flourish (March 2018)
- Reducing the Need for Restraint and Restrictive Intervention Paper (June 2019)

## **5. Creating a Positive and Structured Environment**

The principle function of Ashley Park School is to provide a safe, secure and caring environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which children and young people feel safe and secure and in which there is an ethos of achievement through endeavour, it is essential that there is nurture, care and support balanced with good order and discipline. Children and young people through the School Council should play an active part in the review of the Behaviour Policy where possible, and also by having an input on their own 'My Plans' where possible.

We aim to promote politeness, courtesy and respect between all members of the Ashley Park School community, adults and children.

Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, each student at Ashley Park School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each child or young person. This reflects the whole ethos of the school in treating children and young people as individuals and tailoring our work to meet individual needs through Individual Learning Plans & My Plans

The main emphasis at Ashley Park School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive home, teaching and learning environment; to ensure health, happiness and safety of the children and young people; or are related to consideration for themselves and others.

Staff will positively intervene, applying a range of supportive strategies, use of consequences in circumstances where a young person's behaviour is likely to prejudice a positive home, teaching and learning environment; the health and safety of the children and young people and adults; or show lack of consideration for others and impact on their learning and wellbeing,

The school and children's home primarily seeks to create a warm and caring environment where children and young people learn to trust adults. In order to provide security for individuals and the school to promote personal development, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community.

Children and young people need support and alternative communication strategies to understand the implications for breaching these rules. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising children and young people' self-esteem and self-confidence.

## 6. Relationships

The principle reward and encouragement for any young person is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally relies on the positive relationships they develop with significant adults in their lives. Ashley Park School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and young people, and between staff and children and young people.

Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/student relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development. Consistent, calm adult behaviour promotes and models desired outcomes. Staff have been trained in Safety Interventions (SI) using the Crisis development model as below, that supports and threads through all out interactions and levels of support with our young people. The Behaviour Levels are individualised for each young person and detailed in their 'My Plan'

### The CPI Crisis Development Model<sup>SM</sup>



With this integrated Experience, the concept is that behaviours and attitudes of others have an impact on our behaviours and attitudes. The one side of the model the staff at Ashley Park School can control initially is the staff attitude/approach as this is our consistent, calm adult behaviour, this calm approach will hopefully have an positive impact upon they young person given the integrated experience

Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the student is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility.

## **7. Challenging Behaviour and Children and young people with Social, Emotional and Communication (ASC/SLD) Difficulties and Disabilities**

Children and young people with social, emotional and communication (ASC/SLD) needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices.

Ashley Park School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that at least is consistently good
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the children and young people
- Communication schedules and alternative communication strategies
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs
- Experiences and activities which are appropriately stimulating
- Careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults and their influence and impact
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular explanation of the rules and expectations
- Clear warnings to young people that their behaviour is a cause of concern
- Rewards and consequences consistently and fairly applied in line with the policy, and where relevant to the S.E.N of children and young people

Children and young people and staff are supported in managing and reducing challenging behaviour by the Health and Therapy Team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

## **8. Pastoral Support**

Ashley Park School endeavours to provide support for young people that enables them to achieve academically, socially and personally. Systems of support include the Class teacher, Teaching Assistants and members of the Clinical team. Pastoral support can also take the form of



home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of a children and young people behaviour. Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

Where identified, individual support is provided consistently by experienced Education staff, Care workers and our multi-disciplinary team. Team around the child meetings will consider and incorporate all professional views from across school and the children's home, where possible involve the child and their parents/carers and review all data and reports, before revising targets and actions.

When the school or children's home considers whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm the staff should follow the safeguarding policy and procedure. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-disciplinary assessment is necessary.

## **9. The Use of Restrictive Physical Intervention (RPI) at Ashley Park School**

**This policy should be read in conjunction with OFG's - *The Use of Restrictive Practices and Restraint Terms of Reference***

Many of the children and young people at Ashley Park School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school and children's home. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours.

The organisation uses, Crisis Prevention Institute Safety Interventions as a preferred method of RPI as approved by BILD and certified by the restraint reduction network (RRN). The definition of RPI for Holding as stated by safety interventions is:

*'The use of a physical intervention to restrict a person's liberty of movement'.*

As a company we adopt the approach and follow the guidance from *the HM Government: reducing the Need for Restraint and Restrictive Intervention Paper; Published: 27 June 2019.*

**1.8** The terms restrictive intervention and restraint are used interchangeably in this guidance to refer to:

- *planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently*

**1.10** In this guidance restrictive interventions and restraint can include, depending on the circumstances:

- *Physical restraint: a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person*

RPI involves a range of techniques according to the level of risk children and young people are presenting to themselves or others. At Ashley Park School the use of RPI is always a last resort, unless otherwise stated in a My Plan where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed.

The Decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. The use of RPI as a strategy in event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the student
- The application of increasing or decreasing force in response to the children and young person's behaviour.

#### **Staff Authorisation to use restrictive physical intervention/staff training:**

Ashley Park School recognises that as employers we are responsible for ensuring that staff receive training, which is inclusive of updates and refresher courses appropriate to their role and responsibility. Qualified instructors support staff with workshops where reflection and review of strategies can be undertaken. All staff working directly with children and young people at Ashley Park School will receive training in de-escalation and RPI techniques. The adopted method chosen by the organisation is that of 'Safety Interventions'. This is a framework that encompasses a range of approaches and methods to manage and reduce challenging behaviour. By using Safety Interventions, we ensure that the positive handling strategies used with the young people have sufficient range and flexibility to be appropriate across the age and development range. Training provided by on site tutors enables the staff group as a whole to feel more confident and competent in their management of challenging Behaviour. The school aims to promote the least intrusive positive handling strategies with an emphasis and preference for the use of verbal, nonverbal de-escalation strategies and disengagement skills being used and exhausted before RPI strategies are used, unless otherwise stated in a specific My Plan. Through regular training in line with Safety Interventions policy, staff are provided with open forums to discuss and develop their practice, as well as the initial and refresher training staff are provided with the opportunity for workshops from in house trainers. Ashley Park School sustains an in-house team of trainers at foundation and Advanced levels which meets all its training and support needs.

All SAFETY INTERVENTIONS Principles and skills have been risk assessed independently taking into consideration risks to both the young person and staff on 5 different levels;

- Psychosocial
- Soft Tissue
- Articular or Bone
- Respiratory
- Cardiovascular

## **Justifications to use reasonable force where Restrictive physical intervention is required;**

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at Ashley Park School act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual. Therefore, we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practice. The Decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances

The staff will work within the following parameters:

- *They should be able to show that any actions taken were in the young person's BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE.*

RPI can be used for a number of positive outcomes:

- *To prevent injury to self or other children*
- *To prevent injury to staff members or any other person*
- *To prevent serious damage to property or to prevent a criminal offence from occurring*

The above justifications are applied both in care and education settings, however in education intervention can also be applied in the following instance:

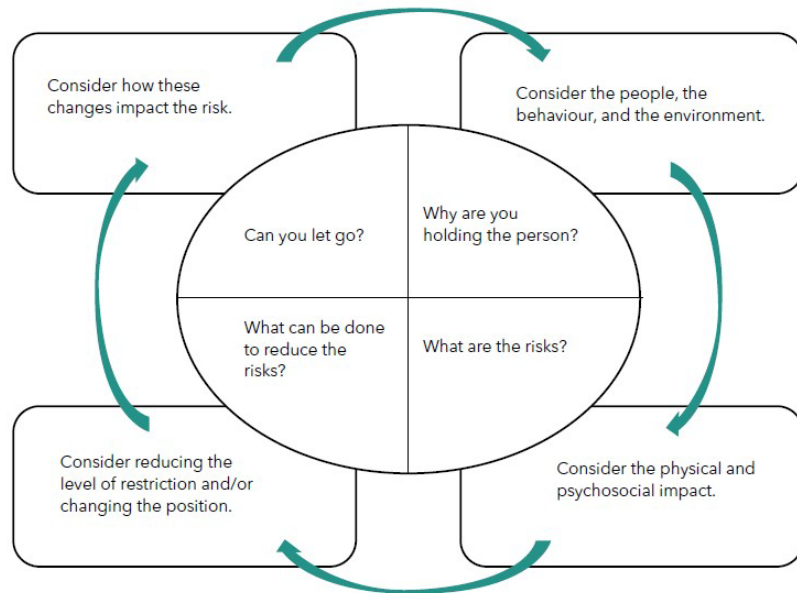
- *Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.*

As outlined in *The Use of Reasonable Force* some examples of situations where this could be implemented if all other strategies and skills have failed

- *Remove a disruptive child from the classroom where they have refused to follow an instruction to do so;*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

The staff at Ashley Park have all been trained to use the Opt-Out sequence, as an active decision-making framework this enables our staff to assess the continued risk in order to minimise the duration and take reasonable actions to prevent and seek alternative non-physical intervention strategies.

Figure 4: The Opt-Out Sequence<sup>SM</sup>



In Order to ensure everybody's Care, Welfare, Safety and Security during a restraint, a number of key observations must be maintained throughout, as such events can quickly become medical emergencies.

It is important to note that behavioural strategies such as 'withdrawal', 'seclusion' and 'time out' can be viewed as forms of physical intervention. These are defined as followed;

- Withdrawal-involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities
- Time out - involves restricting access to reinforcement as part of a planned behavioural programme, in consultation with the organisation's psychology service
- Seclusion-involves a child or young person being forced to spend time alone against their will. **(Ashley Park School does not make use of seclusion as a planned response to behaviour management at any time)**

It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:

- **Safe:** Does this approach minimise harm to everyone?
- **Effective:** Does the consistent application of principles enable staff to respond appropriately to a range of behaviour for different children/young people?
- **Acceptable:** Does the consistent application of principles enable staff to use touch/ physical interventions in keeping with the legal and professional guidelines? Would they feel confident explaining their decisions and actions to others?
- **Transferable:** Does this approach enable staff to generalise this learning to a wide range of workplace situations, early years, children/young people and typical crisis behaviours they experience?

## **De-escalation:**

Through Safety Interventions training staff are encouraged to adopt a range of de-escalation techniques in order to avoid RPI. These can include:

- **Use of space**
- **Knowledge of precipitating factors**
- **Changes to the environment**
- **Planned positive distraction**
- **Verbal/ Non-Verbal and/or visual advice/support**
- **Tactical Ignoring**

*This list isn't exhaustive there are many more identified in individual My plans*

All of the strategies and more are encouraged in order to use RPI as a last resort and more details on these techniques can be found within the Safety Interventions manual and in the young people's individual my plans.

### **9.1. Safe space rooms/sensory rooms:**

As part of other de-escalation strategies, we have a number of 'Safe space/sensory rooms' in school in order to support young people in managing their behaviour. These are spaces specifically designed in order to create an environment where young people can go to in a time of heightened anxiety or distress. The emphasis of these rooms is to provide a safe place with low distraction/low stimulus in order to aid the recovery process.

When a young person is using a chill out room they are always monitored and supported by a member of the staffing team. If a young person wishes to have time alone in order to help them recover or self-reflect the staff will keep a discreet distance so that supervision can be maintained at all times. The young people are never left completely alone at times of anxiety.

### **9.2. My Plans:**

At Ashley Park School we acknowledge that children and young people may display a variety of challenging behaviours including physical aggression or self-abusing behaviour, however we aim to be as proactive as we can in managing this and attempt to anticipate these possibilities and take action to reduce the likelihood that they will occur. Behaviour management planning for each young person at Ashley Park School is an integral part of our personalised approach and we encourage multidisciplinary working in order to achieve the best outcomes for all children and young people. Input is provided from care and education, as well as our Health team comprising our Health coordinator, Occupational therapist and Speech and language therapist. Plans outline behaviours which may be exhibited by young people, triggers/settings for behaviours, de-escalation strategies and planned responses, RPI techniques most effective/appropriate to the individual as well as specific techniques which would not be appropriate to use (whether this may be due to historical disclosure or a medical condition). UG ensure, where possible, that children and young people are actively involved in the process of creating an individualised plan which encourages opportunity for them to own their behaviour and to develop their own strategies to improve behaviour.

Ashley Park School has a protocol for the reporting of incidents of any physical intervention that all staff are involved in. The school incident reporting system (Sleuth online behaviour system) allows senior managers to monitor and evaluate incidents regularly with a consistent approach.

All of the staff are supported in incident recording and reporting throughout day to day practice and also via training provided by Safety Interventions Instructors.

Through consistently monitoring the use of RPI we can inform practice throughout the organisation and use information to assist in planning for change and achieving the desired outcome of reduced levels of physical intervention.

The process of monitoring involves capturing key data electronically which can be evaluated to determine patterns and trends to inform future planning and strategies. This in turn can form a basis for rationalising My plans.

### **9.3 Restorative Approaches & Therapeutic Rapport (staff/student):**

Any challenging behaviour that may occur within Ashley Park School can often be a result of a breakdown in communication. All Staff involved in supporting the children on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support. Staff and young people are offered the opportunity to discuss and review instances of RPI through a de-brief system. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people. This may include dialogue in respect to re-establishing relationships, building relationships and assessing the effectiveness of RPI etc.

Through Safety Interventions training and on-going supports from the Safety Interventions Tutors staff are encouraged to adopt the approach when offering de-brief of:

- Problem solving
- Empathy for others
- Repair and change

Ultimately de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded as appropriate and uploaded to sleuth against the relevant incident to show a full chronology, if required, this will be followed up by a senior member of staff. Onsite support is aided by staff trained in counselling skills that can have further input should young people/staff feel they need further assistance.

### **9.4 Complaints:**

Following an RPI incident or any positive behaviour management strategy all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a debrief session or after the incident with a member of staff that the young person feels comfortable with. Ashley Park School has a complaints policy that young people are informed of when they first arrive and can be directed to in order to aid them with staff support to view their feelings. All young people will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.

## 9.5 Recording & Reporting

Following any incident or RPI, staff must record and report all details before leaving shift on SLEUTH (our online behaviour recording system). In the event of the internet going down for a prolonged period of time, staff will write the RPI on a word document and share this with a member of SLT or the manager running the shift, this will then support with taking the next steps. Once the internet is working the log is to be added to SLEUTH as soon as possible.

Only ever in other extreme circumstances (a member of staff taken to hospital for example) would the log not be entered in a timely manner, this must be discussed with a member of SLT first. Staff will ensure their reports are factual and concise following the ABC method of Antecedent, Behaviour & Consequences, recording and reporting training is completed with all staff annually by their line manager, however support and guidance is available at all times for staff

Following a Physical intervention, the following processes will be taken and recorded against the RPI log on sleuth

- Medical checks, initial and 24hr after
- Debriefs for staff and young people
- Phone calls to parents where applicable
- Notifications to social services and local authority
- Evaluations and quality assurance

## 10. Rewards and Consequences Statement

Rewards and Consequences form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all environments. Natural Consequences should be consistently applied and explained to deter unacceptable behaviour.

Giving rewards is one way of giving feedback on how well children and young people are doing. We all like rewards! Letting children and young people know they are doing well should happen a lot and rewards are part of this. Here is a list of ideas; there are lots more that you can think of.....

- Praise
- Points/Merits
- Weekly celebration of success
- Trips
- Extra responsibilities
- Positive time with individual staff
- Supporting other children and young people
- Tokens, stars, badges and commendations
- Time on the computer
- Having a story read to you
- First choice of reward activities
- Positive letters home
- Positive feedback on young person's work

Where rewards are material items it is a good idea not to over-use them as this can reduce their effectiveness.

## **11. Consequences**

Sometimes things don't go as well as we would like. Young people can make mistakes and this needs to be acknowledged and addressed in order to move on positively and quickly, supporting the young person to understand the consequences and risks associated with their choices. It needs to be very clear what will happen if a young person displays unacceptable conduct and all the adults have a consistent approach, so if these things happen these will be the natural consequences. Consequences need to be carefully monitored to determine their effectiveness.

*The age, needs, capacity and abilities of the young person should be considered when applying consequences. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction. The following consequences can be applied by all staff within the school;*

- Verbal reprimand/correction
- Apology/reparation
- Daily monitoring of behaviour
- Catch-up with missed or incomplete work
- Loss of privileges
- Reflective time i.e discussion during break
- School/Children's home-based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom/area of the house; helping clear up the dining hall after meal times; or removing graffiti

For the more significant consequences an accurate record should be kept in the consequence log. The staff are required to consult with a member of the senior leadership team before recommending and administering

For example;

- After school detention extending longer than 15 minutes past the end of school time (*during detention young people have the right to use the toilet and access to food and water*)
- Fines relating to damage
- In school exclusion
- In more extreme circumstances the school may use temporary or permanent exclusions

## **12 Expected Standards of Student Behaviour;**

Ashley Park School will provide clear behaviour guidelines to children, young people and their parents/carers, with regards to our expectations. The school sets high standards of behaviour from children and young people both in and out of school, the following is a code of conduct for children and young people;



Children and young people are expected to:

- be polite, respectful and use appropriate language at all times with staff, other children and young people and visitors
- cooperate and comply with staff requests, guidance and instructions
- engage positively in all lessons, completing set work and requesting support appropriately
- achieve their potential and apply themselves across all aspects of the curriculum
- cooperate and comply with the School dress code
- cooperate and comply with the schools policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs
- uphold the good reputation of the school
- behave appropriately and engage with staff and the activity positively during unstructured times of the day, after school clubs and educational visits
- refrain from any acts of intimidation, threats or acts of aggression towards other children and young people, visitors, members of the public and staff
- cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status

### **13. COVID-19**

During this period all young people's risk assessments have been amended, taking into account particular measures for both young people and staff to minimise the risks of infection. Due to the nature of some of our young people 'social distancing' is and can be very difficult however staff are provided with PPE where needed, government guidance is followed and regular updates given

Below is the guidance sent out from the company, which has been shared with all employees



## **Covid-19 RPI Guidance** **April 2020**

### **Introduction**

The use of restrictive physical intervention in our respective environments is used as a last resort in effort to protect a CYP from harming themselves and other people in their setting. Due to the current concerns in relation to Covid-19 and the measures put in place to reduce the spread of the Virus (social distancing etc.) the use of restrictive physical intervention has to be carefully considered and managed

All people we support and educate have the right to be treated with respect and dignity at all times regardless of their disability. The people we support have learning disabilities which can result in them displaying behaviours that can be harmful to others or themselves when they are anxious, confused or distressed. Restrictive interventions are used as a last resort when other strategies and techniques have failed to reduce challenging behaviour.

All care and education services use positive behaviour support strategies to help support people we care for and educate. The Outcomes First Group is committed to develop individual targets to reduce any physical restraints for people we support. Each service has a positive behaviour support policy which focusses on the importance of building the skills of the people we support to encourage socially adaptive behaviours, reducing the incidents of behaviours that pose a risk to their health and wellbeing.

### **Core Values and Principles**

#### **Statements from our providers - Team Teach and MAPA :**

*'In any situation where staff feel there is a clear and justified need to use physical interventions to maintain everyone's Care, Welfare and Safety and Security, it is always a balanced judgement between the need to uphold the rights of the individual subject to restraint and the rights of others. This means staff have to consider the risks associated with taking action and using physical interventions with the risks of not, and therefore should choose a reasonable, proportional and least restrictive response which maximises safety and minimises harm.*

*If staff are trained in different interventions, there may be a risk of confusion so we would suggest that if there is no alternative other than to intervene, staff agree at the very least how they will do so and therefore accept the practicalities may be slightly different. Similarly, in the current circumstances, one staff may be trained and another not. Regardless, in the current circumstances, the focus of staff should be to continue to avoid restrictive interventions and in situations where this is unavoidable, they should act in good faith and in the best interests of the person. CPI would not advocate that staff who are not trained, to intervene in a physical intervention, but at this time and in situations where there is a significant risk of harm to the individual or others, the risk of not intervening may be greater so staff who are not trained may have no safer alternative.*

*It is helpful if organisations can give some specific guidance to staff at this time, but also to ensure that every incident involving the use of restrictive interventions is fully reviewed, especially where it involves staff who are not trained and/or staff who are trained in different approaches. Maintaining a high level of review ensures staff feel supported, enables a formal review of each person's support plan to help staff to continue to focus on implementing preventative approaches, and ensures the organisation can quickly address any concerns related to the use of physical interventions' (Crisis Prevention Institute - 31/03/2020)*

*'In these extraordinary times we need to be pragmatic and respond in the best way for children and staff. Duty of care takes over and if you have staff who are trained in different packages then as long as the response is reasonable, proportionate and necessary then it may well be that differing techniques are employed. We will seek to*

*support you in this time and if there are any further needs then do not hesitate to give me a call' (Team Teach – 02/04/2020) (Statements from PRICE and STRIDE to follow)*  
Our core values and principles are to ensure that we treat everyone with dignity and respect at all times, promoting independence skills and social inclusion for the people we support.

Our key focus when supporting people with challenging behaviours is to diffuse or deescalate in the first instance to reduce the need for any restrictive intervention.

Restrictive intervention is only used as a last resort when absolutely necessary.

Each positive behaviour support plan outlines the steps staff need to take to prevent challenging behaviours taking place including an awareness of any potential triggers and reducing any triggers within the environment.

Any restrictive practice must be lawful and proportionate to the individual risks involved.

We support our staff to understand the underlying cause of behaviour that challenges and assess the risks for the people we support.

Our staff can then take the necessary steps to support individuals through positive behaviour support plans.

## **Risk Assessment**

The key factors to consider in the light of Covid-19 is the safety of the CYP and staff. It is advised that Senior Leaders within their respective settings should undertake risk assessments (local RA templates are appropriate to use) on every child in their care, evaluating the likelihood of any physical contact occurring and taking steps to ensure that the CYP and staff team are appropriately protected.

These steps may include appropriate staff to CYP ratios, adjustments to the environment where plausible (use of space, relaxing of educational pressure etc.) amongst other things. These are general good practice measures promoted by your physical management training provider at any time for reducing the need for physical restraint.

The working realities of many of our settings may mean that physical contact/intervention maybe unavoidable. In this instance senior leaders, where possible, should encourage staff to rotate regularly to limit the amount of time individuals come into contact with each other. Rotation will also allow for staff to ensure that they can follow the correct hygiene procedures to reduce the risk of any contamination.

Senior leaders should also ensure that their setting has the correct PPE equipment at their disposal. This will vary from setting to setting and all settings should ensure that the correct contingencies are in place for the safe removal and correct disposal of any equipment used.

For further guidance on the use of PPE click on the link below:

<https://www.gov.uk/government/publications/wuhan-novel-coronavirus->

[infection](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control)<https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control>[prevention-and-control](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control)

### **Post Incident**

Follow local procedure and ensure the above protocols and guidance have been followed (see Appendix 1).

If an incident should occur it is advised that senior leaders ensure that the areas affected are subjected to a rigorous deep clean and where possible are closed off to others until this can be undertaken.

Where leaders consider there is too much risk to staff from having to regularly restrain a CYP then alternative options for that individual can be explored but must be done so in conjunction with your AD (or appropriate head of service) and the Local Authority.

### **Staff training**

Until restrictions are lifted, face to face training has been suspended and alternative arrangements for essential (and where possible other) training are being made. The only exception to this is for Restrictive Physical Intervention (RPI) training.

Essential induction training, without which a new employee can't start in the workplace, for example Safeguarding and Fire Safety will be either offered online or via a Virtual Learning Environment (e.g. MS Teams or Zoom).

Theoretical content for all training including RPIs (SAFETY INTERVENTIONS /Team Teach, according to the service setting), will also be offered in this way.

Individually risk-assessed local arrangements will be made for essential practical RPI training. This will be delivered by a qualified instructor, or where this is not possible, a qualified instructor will supervise the session remotely.

'Top up' training will be offered following the removal of restrictions on training, to cover any gaps in training.

Any staff that require training are to function on a risk assessment with the authorisation of the local Senior Leader:

*'Who can use reasonable force?*

- *All members of school staff have a legal power to use reasonable force.*
- *This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit'. (DfE 2015 – Use of Reasonable Force)*

## Appendix 1

RPI Reporting Procedure notes	
<b>Write-up/record</b>	– Every RPI must be recorded on Sleuth the same day, following the recording and reporting procedures (negative incident on Sleuth) The RPI report should be a clear recording of the antecedents to the incident, how the staff members attempted to deescalate, why an RPI was necessary, taking into account best interest, reasonable, proportionate and necessary the techniques/methods used during the RPI, positioning of staff and how the staff members supported the young person throughout.
<b>Body Map</b>	– The pupil involved in an RPI should be checked to ensure they have not sustained any injury. If there is an injury or any marks these should be recorded on a body map and filed with the RPI write-up/record
<b>Contact parent/carer</b>	– The allocated person should phone the pupil’s home to inform parents/carers on the same day of the RPI.
<b>Young Person Debrief</b>	–the debrief should be completed by a specific person who wasn’t involved in the RPI. Record the discussion on the provided template and upload to the Debrief action on Sleuth against the RPI write-up/record.
<b>Staff Debrief</b>	– The allocated senior person should debrief the reporting staff member(s). Record the discussion on the provided template and upload to the Debrief action on Sleuth against the RPI writeup/record.
<b>Staff Signatures</b>	–Following any incident the staff should sign to agree it is a factual report
<b>Contact Social Worker</b>	– Where pupils have an allocated social worker, the allocated person should inform them via email, phone or alternative communication methods,
<b>Quality Assurance of the reporting system &amp; actions</b>	– A manager will ensure all relevant actions have been sent and completed, any outstanding actions will be followed up to ensure the process is completed