



Therapeutic Approach to Behaviour and Relationships Policy

September 2023

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Overview

Consistent to our principles, yet flexible in our approach

At NeneGate School we adopt a therapeutic approach to supporting prosocial relationships and behaviour. It prioritises pro-social feelings of everyone within the dynamic. This has been inspired by the Step On training we received from Cambridgeshire Steps. This is the school's primary policy on relationship and behaviour management. By adhering to this policy, we can:

- Deliver a therapeutic approach to support *children and young people* (CYP) prosocial, unsocial, and antisocial behaviour.
- Allow all CYP to achieve and access the school's curriculum
- Support the inclusion of those with difficult or dangerous behaviours,
- Support/encourage pro-social feelings,
- Reduce exclusions
- Increase CYP self-esteem/confidence
- Help understand the underlying reasons the behaviours the CYP portray and create supportive plans and
- To reduce the amount of restrictive physical interventions

It is critical that the whole circle of adults around a CYP are caring, calm and consistent. All staff will utilise this policy including *Relationship Management Toolkit* and *Behaviour Analysis and Planning Toolkit*.

Parent/Carer Involvement

At NeneGate School, we strive to build good relationships with parents/carers. We understand that parents/carers are essential partners in the education, relationships, and behaviour of their CYP. We actively encourage parents/carers involvement in supporting their CYP.

Types of Behaviour

We encourage all CYP to display prosocial behaviour in school but also whilst they are in the wider community.

We operate a clear relationship policy for meeting children and young people's individual needs, promoting positive relationships and emotional wellbeing.

Behavioural difficulties may signal a need for support, and it is essential to understand what the underlying causes are. For example, a CYP may exhibit such behaviours due to a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. Behavioural difficulties may also reflect the challenges of communication, or the frustrations faced by CYP with learning disabilities, autistic spectrum conditions and mental health difficulties - who may have little choice and control over their lives. CYP with behavioural difficulties need to be regarded as vulnerable rather than troublesome and schools have a duty to explore this vulnerability and provide appropriate support.

Behaviour that escalates and becomes difficult or dangerous may result from the impact of a CYP being exposed to challenging or overwhelming environments, which they do not understand, where positive social interactions are lacking, and / or personal choices are limited. CYP exhibiting difficult or dangerous behaviours need support and differentiation of teaching and learning to have their needs met and to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate.

We use behaviour analysis to understand CYP's needs and the causes of poor emotional wellbeing.

By anticipating situations that may cause distress, and agreeing the steps to address them, whilst assessing, managing, and reducing risk it is possible to reduce the use of restraint or restrictive intervention.

We aim to reduce restrictive practices by the proactive use of risk reduction plans drawn up with the involvement of the CYP and their parents. Co-produced risk reduction plans aim to better understand the experiences of parents and children as well as the agree the steps that should be taken to avoid escalation and promote emotional wellbeing.

Our Relationship and Behaviour policy sets out the steps we will take as a school to ensure that we comply with the provisions of the Equality Act 2010

Promoting Prosocial Behaviour

The development, promotion and maintenance of prosocial feelings underpins everything we do at NeneGate.

Prosocial feelings lead to prosocial behaviours

We deeply encourage the whole school community, CYP and adults, to act in ways that enrich the lives of other people and society. Prosocial behaviours such as: helping; co-operating; sharing; donating; and volunteering are highly praised and valued.

We understand that prosocial feelings and behaviours have a significant positive impact on a CYP's sense of self-worth; belonging; connection; motivation for learning; and overall wellbeing. In addition, prosocial feelings play a major role in promoting a climate of psychological safety within a school, which gives our CYP the foundation for a successful transition to adulthood.

We believe that our CYP want to experience more prosocial feelings than antisocial ones. All staff must support them to achieve this by:

How to promote prosocial feelings in CYP

<u>Building trust and rapport</u>	By being consistent, interested, and present for all our interactions. This may also include being a Safe Person (Lifeline) for a CYP.
<u>Actively listening</u>	By being attentive, paraphrasing, attuned to feelings, and asking reflective questions
<u>Scaffolding prosocial feelings through scripts</u>	By using Emotion Coaching, pre-supposing prosocial, and being concise. (Refer to Relationship Management Toolkit for more detail)
<u>Role-modelling prosocial behaviours</u>	By showing not telling what it is to be prosocial – for example, being considerate, patient, and polite. Also, seeking opportunities to role-model in the community.
<u>Establishing and Maintaining Routines</u>	By providing routine throughout the school day. For example: greetings; and classroom expectations.
<u>Supporting/Delivering EHCP Interventions</u>	By proactively supporting Intervention cycles – incl. CPD and cascading skills.
<u>Communicating with calmness, consistency, and compassion</u>	By managing your own reactions and responses to prosocial, unsocial, and antisocial behaviour – and remembering that <i>all behaviour is a language</i> .
<u>Showing unconditional positive regard</u>	By communicating your belief in their ability to feel and be prosocial; and reassure that you will always support them (even when their behaviour can be difficult and/or dangerous)

<p><u>Use of Physical Intervention</u></p>	<p>Providing comfort/reassurance/co-regulation using touch. For example, a shoulder press. Please refer to <i>Physical Intervention Section</i> and <i>Meridian Trust Policy</i></p>						
<p><u>Follow the Principles of Nurture</u></p>	<table border="1"> <tr> <td data-bbox="628 288 1497 389"> <p>Understand CYP from a developmental perspective <i>(Stage not Age)</i></p> </td> </tr> <tr> <td data-bbox="628 389 1497 490"> <p>Co-create safe spaces (including in the classroom)</p> </td> </tr> <tr> <td data-bbox="628 490 1497 591"> <p>Know how nurture develops prosocial feelings and wellbeing</p> </td> </tr> <tr> <td data-bbox="628 591 1497 692"> <p>Explore and empower ways to communicate</p> </td> </tr> <tr> <td data-bbox="628 692 1497 792"> <p>Acknowledge that all behaviour is a language <i>Function: Tangible, Attention, Escape/Avoidance, Sensory</i></p> </td> </tr> <tr> <td data-bbox="628 792 1497 893"> <p>Support and understand the importance of transitions</p> </td> </tr> </table>	<p>Understand CYP from a developmental perspective <i>(Stage not Age)</i></p>	<p>Co-create safe spaces (including in the classroom)</p>	<p>Know how nurture develops prosocial feelings and wellbeing</p>	<p>Explore and empower ways to communicate</p>	<p>Acknowledge that all behaviour is a language <i>Function: Tangible, Attention, Escape/Avoidance, Sensory</i></p>	<p>Support and understand the importance of transitions</p>
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<p><u>Support Beyond the Classroom</u></p>	<p>By proactively supporting CYP to return to learning. For example, joining them in a lesson and providing extra support.</p>						
<p><u>Being trauma informed and attachment aware</u></p>	<p>By actively seeking CPD opportunities and asking colleagues to develop working knowledge of how trauma and attachment can impact feelings, behaviours, and relationships.</p>						
<p><u>Signposting to/Collaborating with internal and external therapeutic services</u></p>	<p>By working with the wider circle of adults around our CYP to ensure there is consistency, appropriate support, and targeted provision.</p>						

There is no hierarchy when promoting prosocial feelings and behaviours

We nudge our CYP from external to internal discipline – and movement from anti-social to prosocial feelings and behaviours. It is critical that we consistently reward prosocial behaviour and learner engagement.

- Examples of Prosocial Behaviours that should be acknowledged are acts of: Helping; Co-operating; Sharing; Charity; Respect; and Manners.
- Examples of Learner Engagement that should be acknowledged are acts of: Meeting learning objectives; engaging in activities that provide suitable challenge; reflecting on progress; enjoying learning; persevering with new concepts; embracing opportunities to stretch knowledge; movement from dependent to independent learning; development of metacognition; and peer support.

All staff **must** use/participate in the following approaches to acknowledge and encourage prosocial behaviours and learner engagement:

**Please note that whilst we are consistent to our principles, we are also flexible in our approach – thus some responses may vary dependent on individual needs. These variations will be written into their Relationship Support Plan and/or discussed during staff briefings/inclusion forums/professionals' meetings.*

<u>Effective Praise</u>	Pitched at a level that they can receive, and always linked to process/action/event that gives context.										
<u>Points*</u> *We are aware that this is based in external rewards and external discipline, however, currently we feel that <u>Points</u> are needed for the developmental stage of cohort. We always intend to nudge our CYP to more internal mechanisms of discipline by promoting prosocial feelings.	<p>Awarded throughout the day for transitions, breaks, lunches, activities, and lessons.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #ADD8E6;">Points</th> <th style="background-color: #ADD8E6;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td>Difficult, disruptive and/or dangerous behaviour</td> </tr> <tr> <td style="text-align: center;">1</td> <td>A mix of prosocial and difficult behaviour</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Expected prosocial behaviour</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Outstanding prosocial behaviour</td> </tr> </tbody> </table> <p>Staff must use ongoing positive dialogue including success reminders (Please refer to Relationship Management Toolkit)</p>	Points	Description	0	Difficult, disruptive and/or dangerous behaviour	1	A mix of prosocial and difficult behaviour	2	Expected prosocial behaviour	3	Outstanding prosocial behaviour
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<u>Prosocial Tickets</u>	<p>Acknowledgement of progression in making prosocial choices. Awarded for progression or sustained acts of: Helping; Co-operating; Sharing; Charity; Respect; and Manners.</p> <p>These enter a CYP into a raffle, which is drawn each week.</p>										
<u>Safe People and Safe Places</u>	<p>Ensure that safe people and safe places (Lifelines and Strategies) are always available at any stage throughout the school day – regardless of level of regulation.</p> <ul style="list-style-type: none"> - It is important that our CYP can share their prosocial feelings with their safe adults – just as much as sharing their antisocial feelings. - Staff may choose to use Anxiety Mapping 										

<p><u>Group Pathways</u></p>	<p>Using our understanding of childhood development and group dynamics to ensure that CYP are placed in learning environment that meets their SEMH and Academic developmental needs. <i>Please refer to the Curriculum Voyage for more information</i></p>
<p><u>Access to Enrichment Activities</u></p>	<p>CYP have access to enrichment activities. These encourage broad societal development via widening experiences, interests, knowledge, and skills.</p> <p><u>Increased self-efficacy = Increased prosocial feelings</u></p>
<p><u>Unconditional Access to Positive Activities</u></p>	<p>Choice of recreational/fun activities each week. <u>These are accessed unconditionally</u> – meaning all CYP access an activity regardless of difficult or dangerous behaviours.</p> <p>The only limitations include protective consequences to ensure safety. For example, accessing an activity onsite rather than offsite.</p>
<p><u>Positive Communication with Home (and wider circle of adults)</u></p>	<p>Via phone calls; emails; postcards; positive diaries; letters. <i>All logged on MIS</i></p>
<p><u>Increased Responsibility</u></p>	<p>Acknowledgement of prosocial citizenship with increased responsibility in the school community (and beyond). For example: mentoring, school council, and community ambassador.</p>
<p><u>Celebrating Success</u></p>	<p>Via sharing/displaying progress with the school community. For example, showing work to another adult, placing work on display, certificates of achievement, student of the week, and spot trips.</p>
<p><u>Recording Success</u></p>	<p>Completing Integris, and using school reward processes and systems</p>

Our Primary Hub has a slightly modified system, which focuses on the Discover and Explore pathway. The Hub does not follow some of the elements stated above: Points and Enrichment Activities – instead the following approaches are used to encourage prosocial behaviour and learner engagement.

<u>Golden Time</u>	<p>Unconditional access each day. Staff provide structured play activities that provide role-modelling for prosocial interactions. All CYP access some Golden Time each day – regardless of difficult or dangerous behaviour.</p> <p>These sessions provide a firm foundation to build trust, rapport, and belonging.</p>
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Definitions of Anti-Social Behaviour

Whilst we endeavour to promote prosocial feelings, we are aware that CYP can often feel unsocial and anti-social. These can lead to unsocial, difficult and dangerous behaviours – Definitions below.

Unsocial behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

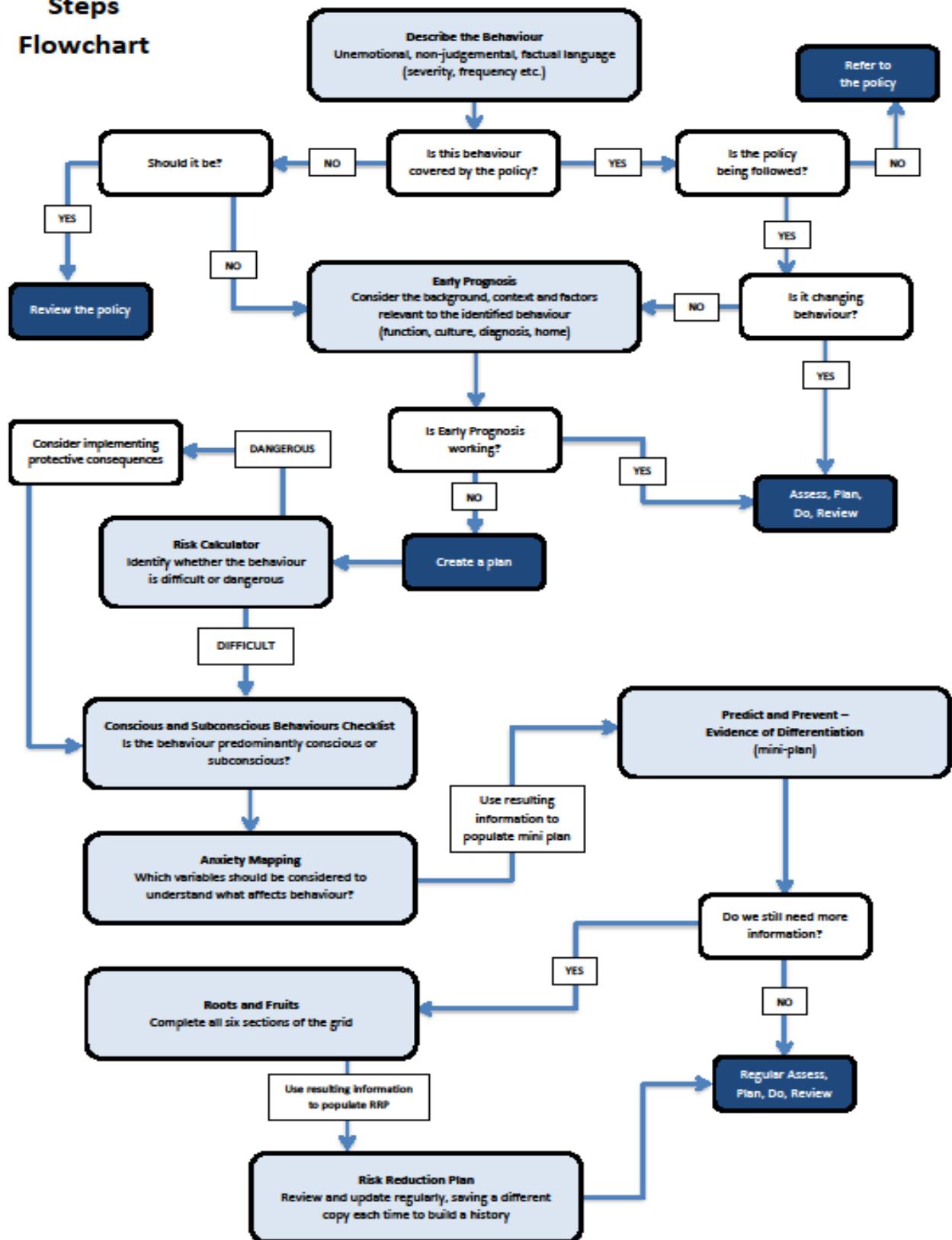
Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: ‘Daniel continually shouting out is difficult within a group teaching activity’.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as ‘three children required first aid for minor bruising as a result of Jane’s kicking’.

Relationship and Behaviour Management Flowchart

At NeneGate school all CYP have the right to a high quality of education where disruption of lessons is kept to a minimum. All staff have been upskilled and are able to deescalate/disempower unsocial and anti-social behaviour and should use the flowchart below to support the CYP. The behaviour of most pupils will be covered in the relationship policy. If the behaviour is not covered by policy, staff should refer to the Steps flow chart.

Steps Flowchart



Responses to Anti-Social Behaviour

Unsocial and Antisocial

Behavioural mistakes are learning opportunities

The school currently adopts a point system to help CYP to develop their internal discipline and to be able to regulate their emotions. CYP can be awarded 0, 1, 2 or 3 points depending on their behaviour in their lesson or transitioning around the school. All CYP have a point's target to achieve each day. Teaching staff will discuss points throughout the lesson and apprise them of what they are on and if they have lost points, what they can do to earn it back. Discussing points with the CYP encourages them to become more self-directed learners as it informs them on how to make the correct decision, regarding their own anti-social behaviour. For each difficult behaviour CYP will be informed of the consequence for their action. Staff will allow CYP processing time to be able to understand the message you are delivering.

CYP may be instantly given a 0 if they:

- Swear directly at staff or students
- Show dangerous behaviour
- Cause damage to the environment
- Prejudice/bullying comments towards staff/students or to the public

Points	Description
0	Difficult, disruptive and/or dangerous behaviour
1	A mix of prosocial and difficult behaviour
2	Expected prosocial behaviour
3	Outstanding prosocial behaviour

Please note that staff **must never** force a CYP to spend time alone against their will. This is called Seclusion and is an illegal practice unless a court order permits it.

Below is a table of planned responses to CYP who are showing unsocial or difficult behaviour. All staff are responsible for this; SLT should only be called if the outside the policy or for dangerous behaviours.

Unsocial and Difficult behaviour	Staff's appropriate response
<u>Swearing, name calling or using inappropriate language</u>	Staff to give a warning, if they get 3 warnings, they lose a point but have an opportunity to earn it back
<u>Verbal abuse/bullying or prejudice towards staff or CYP</u>	CYP will get a single warning. If the abuse continues after the warning, the CYP will be given a 0 and spend 30 minutes away from the class. This is an opportunity for support staff to guide them through reflective conversations.
<u>Stealing</u>	The stealing will be investigated by SLT, and appropriate consequences implemented.
<u>Refusing to hand in prohibited items (such as mobile phone)</u>	CYP won't receive any points whilst they are in possession of the item and not allowed to be in class. They will still have access to support and the work. CYP will have to hand the item in before entering the school the following day(s) Phone call home to inform parents/carers

<u>Refusal to engage in the lesson</u>	Teaching staff will use different strategies from the <i>Relationship Management Toolkit</i> . Staff to deduct points if necessary Set your expectations and withdraw to give processing time
<u>Smoking within school boundaries</u>	CYP to work in inclusion Parents informed
<u>Students arriving to school under the influence of drugs/alcohol</u>	The incident will be investigated by SLT and appropriate consequences implemented. This can often result in a FTE.
<u>Leaving class without permission</u>	Support staff to inform the CYP that they must return or points will be affected. If the points are affected, clear communication to help remind the CYP they have the opportunity to earn them back
<u>Disruption to the learning of others</u>	Affect the CYP points Direct them for a time out and provide them with their lifeline If the CYP refuses, remove the class Support staff to monitor the CYP behaviour and give the consequence later
<u>Persistent refusal to follow Instructions</u>	Set your expectations and repeat if the CYP needs processing time Ask for their lifeline to support managing their anti-social behaviour Deduct their points Use the relationship management tool kit
<u>Inappropriately dressed</u>	CYP should be supported to dress appropriately. They will be given 1 opportunity to correct their dress (in communication with home). After this they will be asked to work in inclusion. Staff will continue to liaise with home to rectify any issues. CYP will be able to access their points whilst working in inclusion.

Our Primary Hub runs a modified system. The Hub does not follow the Points system.

<u>Refusal and Difficult Behaviour</u>	Suggested/Directed Timeout for 5 minutes Loss of <u>some</u> Golden Time
<u>Verbal abuse/bullying or prejudice towards staff or CYP</u>	Single Warning Then 30 minutes away from cohort If return to continue, then will spend rest of session away from cohort

Using Early Prognosis

In circumstances where a CYP repeatedly displays unsocial and/or difficult behaviour (within the behaviour policy) then small adaptations to their provision will be appropriate. For example, struggling to settle in the classroom each morning, and introducing attending sensory circuits to combat this.

All staff must record these for their tutor group – using an individual *Chronology of Support* document. This document provides all professionals with a complete historical log adapted support for the CYP. Changes/Additions to the chronology can be discussed during the morning/afternoon briefings.

Chronology of Support
Assess, Plan, Do, Review

To be used for:

- Introduction of new supportive strategies
- Changes in provision incl. appropriate external provision, changes to internal provision

		Assess Why?	Plan What?	Review Impact	
E.G	Struggling to settle in the mornings within classroom	22.02.22	Attend sensory when arriving in school	Working well. Much more settled when enters the classroom	22.03.22

If an anti-social behaviour increases in frequency and/or severity, then a Circle of Adults meeting will take place. During this meeting key staff supporting a CYP will need to consider the background, context, and factors relevant to the identified behaviour in the terms of:

- **Function** (sensory, escape/avoidance, attention, tangible)
- **Cultural expectations** (school and staff expectations and norms versus child's expectations and norms)
- **Diagnosis** (is this behaviour the norm for a particular diagnosis?)
- **Home** (parent/carer and other family dynamics, historical and more recent)

Reflective Opportunities

Everyone within our school should have the opportunity to reflect on both prosocial and antisocial situations.

We strongly believe that joint opportunities to reflect supports our CYP to move from external to internal discipline. There are three possible relational outcomes when tackling antisocial feelings and behaviour: 1. Relationships stay the same; 2. Relationships are damaged; and 3. Relationship improve. The following opportunities exist to support the latter:

Restorative Approach: An approach used to reflect upon and overcome conflict. Questions are designed to link experiences, feelings, and behaviours; and to encourage a CYP to develop empathy and compassion towards others.

Reflection Time: Linked to a specific event/situation. A CYP is given discrete time to explore what happened and why. This is often guided by a member of staff, and sometimes facilitated by using our *Reflection Toolkit*.

1-on-1 Sessions with Key Staff: An opportunity for a CYP to explore a particular event/situation with a safe adult. This may be; a lifeline, wellbeing mentor, therapist, or a member of SLT.

Meetings with Parents: A collaborative approach between school and home ensures consistent opportunities to reflect. These meetings acknowledge the whole CYP and draw from the experiences and expertise of those within the home.

Meetings with wider professionals: It can be a powerful tool to utilise other people and professionals within the community to support reflective conversations. These meetings often broaden the context and lead to real learning.

Reflective opportunities are used to facilitate change. We never use them as a 'box-ticking' exercise. Conversation and practices are highly personalised. We draw on our knowledge of each CYP to ensure that we deliver appropriate therapeutic support swiftly and effectively.

Analysis and Planning Toolkit

If we can predict it, we can prevent it

When a behaviour falls outside our main behaviour policy, further analysis is needed to support a CYP. We use the Meridian Therapeutic Thinking *Analysis and Planning Toolkit*. It is a holistic and therapeutic approach to overcoming persistent difficult and dangerous behaviours.

Each CYP has an *Analysis and Planning Toolkit* set up for them – should their support package require it. The following sections explore the toolkit*:

*There are comprehensive explanations guides and examples within the toolkit for each of the following sections

Risk calculator

If Early Prognosis has failed to support the CYP in becoming more prosocial then a Risk Calculator will be used. This will be discussed at a Circle of Adults. All key staff associated with that CYP must attend and contribute.

The Risk Calculator helps classify behaviours as difficult or dangerous. If the risk calculator identifies the behaviour as dangerous then SLT will consider implementing immediate protective consequences

If the risk calculator demonstrates that the behaviour is difficult, move onto the conscious and subconscious behaviours checklist.

Conscience and Subconscious Behaviour Checklist

Identifying whether a behaviour has a conscious or subconscious root is critical to understanding it. There is a checklist for each in the *Analysis and Planning Toolkit*. Subconscious behaviours are those that choose us. Conscious behaviours are those that we choose.

Anxiety Mapping

By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the student's anxiety we can manage the anxiety that creates difficult and dangerous behaviours. By completing a variety of anxiety maps we can cross reference these to identify multiple high anxieties such as a certain adult who is leading an activity at a certain time, meaning it is likely that these three raises in anxiety will result in the pupil being unable to self-regulate.

Anxiety mapping is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support. Input from a number of sources, including the child's view where possible, will allow us to look for inconsistency in perception.

Predict and Prevent Plan

A Predict and Prevent Plan uses information gathered during anxiety mapping to create a practical net of support, which encourages the development of resilience and independence. All staff must follow strategies within the plan. The desired outcome is that CYP feel supported and are empowered to take ownership of their relationships and behaviour.

Roots and Fruits

Roots and Fruits is used in circumstances where the Predict and Prevent plan has failed to solve the root of antisocial feelings and behaviours. Roots and Fruits examines the link between experiences, feelings, and behaviours. Prosocial and Antisocial feelings and behaviours are examined juxtapose, which incisively informs Risk Reduction Plan.

Risk Reduction Plan

A Risk Reduction Plan uses information from all previous reflections/documents and creates a Job Description for working with a CYP outside of the whole-school policy. It examines measures that respond to dangerous behaviours; and supports the individual and the whole school community. All staff must follow the Risk Reduction Plan.

The plan focuses on a core question:

What are the differentiated experiences that we can give this CYP to help lower anxiety and create pro-social feelings and behaviours?

Other key questions revolve around protective consequences and safety:

- What limits to freedom are necessary for safety or wellbeing of all? How is harm removed?
- How long will these protective consequences need to be in place?
- What learning consequences can we put in place to help the CYP learn?
 - What do we need to teach them?
 - How are we going to teach them?
 - Is it possible to teach them with our experience and resources?

Physical Intervention

At NeneGate, we believe that appropriate touch is fundamental in supporting our CYP.

The term physical intervention is used to describe contact between staff and a CYP, where no force is involved. For example: for comfort, affirmation, and facilitation. Touch supports the development of social, behavioural, and attentional skills.



There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with CYP; however, it is crucial that this is appropriate to their professional role and in relation to the CYP's individual needs.



Occasions where staff may have cause to have physical intervention with a child may include:

- To comfort a child in distress (so long as this is appropriate to their age).
- For affirmation/praise.
- To gently direct a child or young person.
- For curricular reasons (for example in PE, Drama, etc).
- First aid and medical treatment.
- In an emergency to avert danger to the child.

Unsafe Touch

Staff **must never** do any of the following:

Restrict Breathing		
<p>Restricted breathing could occur where adult arms, the CYPs arms or their clothing is held in a way that could restrict the free movement of the abdomen, diaphragm and chest</p> <p>Factors such as height, weight, obesity, breathing difficulties and heart conditions could increase the risk</p>		

Pull and/or Drag		
<p>Pulling and dragging would be where staff attempted to move a CYP holding a hand or wrist and pulling on an extended arm</p> <p>Factors such as instability of joints, muscle tone and balance could increase risk. Small, young, and developing children would have increased risk of injury</p>		

Guides and Escorts

Some CYP may need escorting and/or guiding to protect and redirect them from situations that could cause themselves or others harm. Guides and Escorts are not Restrictive Physical Interventions (RPIs); and all staff with STEP ON training are able to use Guides and Escorts to support CYP. [Please refer to the Meridian Trust Physical Intervention Guidance](#) summary:

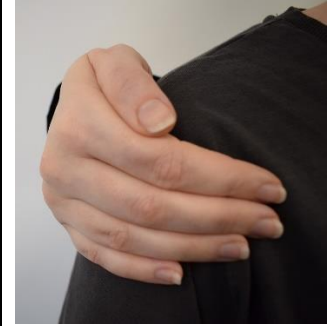
<p><u>Guides and Escorts</u></p>	<p><u>These are not restrictive.</u> They encourage a CYP to move away from a situation, and do not hold a CYP to a staff member. They enable.</p>	<p><u>STEP ON Training</u> Covered within the policy. All staff responsible</p>
<p><u>Restrictive Physical Intervention</u></p>	<p><u>These are restrictive.</u> They prevent a CYP from moving away from a staff member.</p>	<p><u>STEP UP Training</u> Part of Risk Reduction Plan Only trained staff responsible</p>
<p><u>Emergency Intervention</u></p>	<p><u>These are restrictive.</u> They prevent a CYP or others from unforeseen harm. It should be reasonable, proportionate, and necessary.</p>	<p><u>No Training Required</u> All staff are responsible to act in an emergency.</p>

Guide and Escort Techniques

Closed Mitten – used to draw close

Fingers and thumb together

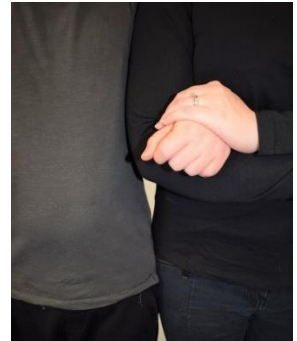
The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice



Offering an arm – to support, guide, or escort

CLOSED MITTEN

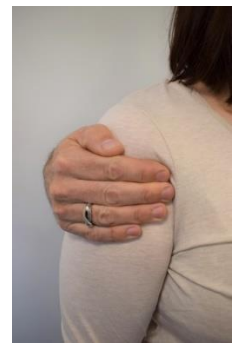
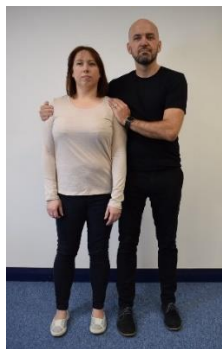
- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security





Supportive Hug – to support, guide, or escort



CLOSED MITTEN




- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed






Supportive Arm – to support, guide, or escort

<p>CLOSED MITTEN</p> <ul style="list-style-type: none"> • Hip in • Head away • Sideways stance • Positioned behind the elbow • Closed mittens used above the elbows to maintain safe shape (penguin shape) • Communicate intention 		
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<p>Open Mitten – used to move away</p>		
<ul style="list-style-type: none"> • Fingers together • Thumb away from fingers • Palms parallel to floor <p>The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice</p>		

<p>Open Mitten Guide – to protect, turn and/or communicate</p>			
<p>OPEN MITTEN</p> <ul style="list-style-type: none"> • Open mitten hand, placed on the arm above the elbow • Safe shape (penguin shape) • Palm parallel to the floor • Staff positioned behind with extended arm • Communicate intention • Use 'de-escalation script' if needed 			

<p>Open Mitten Escort – to support, guide, or escort</p>			
<p>OPEN MITTEN</p> <ul style="list-style-type: none"> • Hip in • Head away • Open mitten hands above the elbows • Safe shape (penguin shape) • Arm resting across the shoulders • Communicate intention • Move assertively (prevent kicking / dropping) 			

<p>The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.</p>	<p>CYP who are allowed to plant their feet may choose to drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options</p> <p>Remember the desired outcome is: SAFETY NOT DESTINATION</p>
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Restrictive Physical Intervention

Some CYP may need restrictive physical intervention (RPI) to prevent them harming themselves or others. This is always a last resort; and must always be reasonable, proportionate, and necessary. Please refer to the [Meridian Trust Physical Intervention Policy](#).

Recording, Reporting and Communication

Recording and communication is key to monitoring and supporting the CYP.

Events should be recorded in a timely manner and always within 24 hours. They should contain key information and recounts of the events and responses to them. All must be written in factual non-judgemental language.

In addition, prosocial actions should be specific and not generalised. For example, a “good day”.

Tutor Teams must keep contact with parents/carers on a regular basis to inform them of incidents of either anti, or pro-social nature.

Below is grid of guidance on Recording, Reporting and Communication.

Event	Procedures	Where to record the event	Who is responsible for recording
Informing parents/carers about the CYP behaviour or updates	Email parents/carers Phone Call home Face 2 Face if CYP is collected	Communications log	Tutor Team
Phone call to support CYP in school	Phone call home	Communications log	Staff member dealing with the CYP
Bullying/Prejudice comments towards staff or students	Staff to deal with the comments using the above procedures	Integris Prejudice form My Concern	Staff member dealing with the CYP
Restrictive Physical Intervention (RPI)	Debrief with SLT and the other staff involved Tutor team to inform parents/carers and to	RPI Debrief document Bound Book	Staff members involved with the incident.
Injuries at work	Complete the incident report	Incident Report website	Staff member injured
Implement strategies to support CYP unsocial behaviour	Add or adapt the support given to the CYP	Chronology of Support	Tutor Team

Student displaying difficult/dangerous behaviours outside of policy	Circle of adults meeting arrange Relevant analysis tool kit completed	Analysis tool kit	Staff within the circle of adults meeting
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Exclusions

Exclusions are only used as a protective consequence; when reflection, time and conversation are needed to ensure that a CYP is able be reintegrated safely into the school community. Exclusions are not an automatic response to an antisocial behaviour or event, neither should they be a response to a cumulation of these. All staff must discuss behaviours and events with the best interest of the students in mind. Where students are excluded from school a discussion and plan for return should take place so that a positive return can be successful. The power to exclude lies with the Head Teacher alone and statutory guidance must be followed at all times.