Behaviour and Physical Intervention Policy

Reviewed: January 2025

Next Review: September 2025

1. INTRODUCTION

It is a primary aim of Reset AP that every member of the staff team and students feels valued and respected, and that each person is treated fairly and well. We are a caring organization, whose values are built on mutual trust and respect for all. Reset AP behaviour and physical intervention policy is therefore designed to support the way in which all members of the organization can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

2. OUR VALUES

Reset AP cares about young people and has their best interests in everything we do.

Our provision represents the young people and diverse communities we serve, including personal/lived experience of SEMH (social, emotional and mental health) which is at the forefront of everything we do.

Honesty and Integrity is at the heart of everything we do.

We foster and actively support the aspirations of young people, specifically championing positive life choices and pathways, ensuring all our young people are given an opportunity to glean a positive experience in their young adult life.

3. BEHAVIOUR

At Reset we have a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports our learning community and the nurturing learning environments in aiming to allow everyone to work together in an effective and considerate way.

At Reset we expect every member of its learning community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of their community. Poor behaviour is often as a result of individual needs not being met and as an alternative provider we seek to ensure that our unique nurturing approaches allows all young people to thrive in education.

Reset AP recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

4. STAFF RESPONSIBILITIES

Behaviour Management is the responsibility of 'ALL' staff at Reset AP/ *Role*

of the DSL and Deputy DSL

It is the responsibility of the DSL's to implement the behaviour policy consistently throughout the provision, and to report to partner schools/referring schools when requested, on the effectiveness of the policy. It is also the responsibility of the DSL to ensure the health, safety and welfare of all young people in the provision.

The DSL supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
The DSL keeps records of all reported serious incidents of misbehavior including bullying and racism

5. EXPECTATIONS AND PRACTICE

At Reset AP we expect rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.

We expect children and young people to listen carefully to instructions in our provision. We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task, or complete it at another time.

If behaviour is inappropriate, then a verbal warning is given to the child and the member of staff should explain to the child what he/she is doing that is not acceptable.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the staff member stops the activity and prevents the child from taking part for the rest of that session. The staff member may at this point seek further support from the DSL/Lead support.

If a child repeatedly acts in a way that disrupts or upsets others staff at Reset AP will contact the referring school to seek contact with the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

At Reset we will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Racist incidents will not be tolerated in any form.

Serious incidents are recorded in an incident log. These include;

- · physical violence or threatening behaviour
- · swearing intentionally to cause offence
- · racist, sexist or homophobic repeated disobedience
- · continued inappropriate behaviour after warning

All serious incidents are reported to the referring school.

Further Sanctions

We do not wish to remove any young person from our provision, but sometimes this may be necessary should any of the above serious incidents take place, be it once or after multiple occasions.

6. PHYSICAL INTERVENTION

Legislation and Statutory Requirements
The use of all forms of physical intervention and physical contact are governed by the criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault. In addition, it may infringe the human rights of a child or young person.

Section 93 of the Education and Inspections Act 2006 enables school and education staff to use reasonable force to:

• Remove disruptive pupils/young people from the classroom where they have refused to follow an instruction to do so;
• Prevent a pupil/young person behaving in a way that disrupts a school event or a school trip or visit;
• Prevent a pupil/young person 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/young person from attacking a member of staff or another pupil, or to stop a fight
• Prevent a pupil/young person from the risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment.

This section of the policy is based on advice from the Department for Education (DfE) on: • Behaviour and discipline in schools
• Searching, screening and confiscation at school
• The Equality Act 2010
• Keeping Children Safe in Education
• School suspensions and permanent exclusions
• Use of reasonable force in schools
• Supporting pupils with medical conditions at school
• Special Educational Needs and Disability (SEND) Code of Practice. • Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Reset AP principles:

Everyone attending or working in our organisation has a right to:

• Recognition of their unique identity
• Be treated with respect and dignity
• Learn and work in a safe environment
• Be protected from harm, violence, assault and acts of verbal abuse

Young People attending our provision have a right to:

• Have their needs met
• Be supported and encouraged to make positive choices
• Opportunities to develop self-control
• Be supported in difficult situations
• Have any crisis that may occur safely managed

Minimising the need to use restrictive physical intervention

At Reset AP we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of restrictive physical intervention. Our Provision uses nurturing approaches to help young people to learn about feelings, rights and managing conflict. Our provision promotes independence, choice and inclusion and young people are given maximum opportunity for personal growth and emotional wellbeing.

All employed staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force Decisions will be driven by what is in the best interests of the child and the action should be reasonable, proportionate and necessary (RPN).

7. IMPLICATIONS OF THIS POLICY

The DfE Use of Reasonable Force Guidance July 2013 states that reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property, risk of a crime being committed or from serious disruption to learning. It also outlines the limits within which education staff work and should be read in conjunction with this policy.

Whilst all staff have a 'Duty of Care' towards young people in our provision, they could be liable for a claim of negligence if they fail to follow the guidance within this Policy. The use of force as outlined in Section 93 of the Education and Inspections Act 2006, can only be justified according to the circumstances described in this policy.

Staff, therefore, have a responsibility to follow this policy, including seeking to use de-escalation strategies wherever possible in order to prevent the need for physical intervention.

Staff need to be aware that they are responsible for:
• assessing risks (a dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties
• making judgements about when the use of force is reasonable, necessary and the degree of force which may be regarded as proportionate to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through our recording and reporting procedures.

8. USE OF POSITIVE HANDLING

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive handling training will be accessible to all staff at Reset AP.

9. The Post Incident Support structure for Pupils and Staff

Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. Injuries may occur even if staff have attempted to follow all procedures. Part of the post incident support should ensure that staff do not blame themselves for anything that may have gone wrong. Post incident support should also result in an opportunity for learning for all to occur. Time needs to be given to repair relationships between staff and young people.

Children who have been subject to physical intervention will be given the opportunity to regulate. When appropriate, a pupil may be helped to work through an incident using different techniques. Some young people will need to be given time to express their feelings, suggest alternative actions for the future and talk through the incident with a trusted member of staff. Some young people find that revisiting incidents directly is distressing or becomes a trigger for another incident and alternative methods to help them learn from the situation will be required.

We will commit the necessary time and effort into this post incident support structure to try to ensure that the outcome of a serious incident can result in learning, growth and strengthened relationships.

10. RECORDING INCIDENTS

Where physical control or restraint has been used and the young person has shown physical resistance, a record of the incident will be kept.
This record should be made electronically our DSL's/Head of provision will be informed. Appropriate documentation will be completed as soon as possible after the incident on the same day and usually prior to staff leaving at the end of the school day, our partner schools will also be notified.

For young people in our Pre-16 provision all documentation will be sent to the DSL of the young

person named education provider.

For young people in our Post-16 provision, parents/carers will be notified of the

incident.

Action after an Incident :

All staff involved in any incident will be called to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to further support if required e.g. supervision.

Reset AP will ensure that each incident is reviewed and investigated further if required. If further action is required in relation to a member of staff or young person, this will be pursued through the appropriate channels:

In our Pre-16 setting

- Contacting the named school DSL regarding the young person in our Part-Time Alternative provision
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)

In our Post 16 setting

- Contacting the LA representative within the EHCP/SEN team
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where, although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

11. STAFF CONSULTATION

All staff have been consulted in the development of this policy and their comments taken into account.

Useful Guidance

- DfE Use of Reasonable Force Guidance July 2013

- Reducing the need for restraint and restrictive intervention, DfE (2019)

- 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 (2002)

- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

Policy Ends.