



Wallend Road
Preston
PR2 2HW

Relationships & Behaviour Policy

Date issued: 1st March 2021

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Review date: 28th June 2022

Review Author: Shaun Redgrave

Review Date: 1st September 2023

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Review Date: 1st September 2025

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PURPOSE OF THIS POLICY DOCUMENT

Policy: This Behaviour Policy Statement has been prepared by Pioneer TEC as a statement of its intentions and commitment to ensuring that the highest standard of behaviour achievable are achieved in its workplaces.

Purpose: Pioneer TEC through the effective use of this policy, supporting procedures, risk assessments and guidance will provide behaviour management on safe premises, with safe systems of work, on safe equipment and in a healthy working environment.

General Aims: Our general aims are to:

- Support our students to control and be responsible for managing their own behaviour.
- Teach appropriate social skills and strategies to understand and manage their emotions.
- Give young people resources that can be used to promote independence and learning opportunities that raise self – esteem.
- Create an outstanding and supportive learning environment, which allows everyone to realise their potential and to become responsible and increasingly independent member of the community.
- Promote good relationships, with the common purpose of helping our students to learn.
- Ensure all staff and other interested parties are competent in the roles being undertaken.

Applicability: This policy applies to all Pioneer TEC staff including contractors and consultants, internal and external secondees, young people and interested parties. This policy aims to ensure that all have a clear understanding of the procedural requirements and responsibilities in relation to behaviour when employed by Pioneer TEC.

Chain of responsibility: The person with overall responsibility for management of behaviour is Mrs Lyndsey Sim (Proprietor).

All staff with specific responsibilities for behaviour must ensure they are adequately delegated in their absence. All staff and other interested parties are required to co-operate in behavioural matters and report concerns and opportunities for continual improvement to senior management.

Behaviour Statement: The senior management team will ensure that its operations and undertakings are executed in such a manner, so far as is reasonably practicable, as to ensure that staff, interested parties and all other persons create a consistent culture of positive behaviour management.

Declaration This policy statement will be reviewed annually and communicated to all staff and interested parties.

Resources:

- This policy supports and compliments other school policies and government standards listed in this policy document which are available for reference.
- All Pioneer TEC staff and other interested parties will be trained and assessed as competent as part of induction process.

NOTE: *Young people at Pioneer TEC are taught appropriate social skills and strategies to understand and manage their emotions. This gives young people resources that can be used to promote independence and learning opportunities that raise self –esteem. Behaviour management is embedded, throughout the vocational curriculum and PSHE within the classroom setting.*

1: LEGISLATION AND STATUTORY REQUIREMNET

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education September 2023](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement – 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students.

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the **Education (Independent School Standards) Regulations 2014**; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

2: DEVELOPING RELATIONSHIPS

Pioneer TEC appreciate the need to take the initiative and to show resilience to sustain relationships with young people who may not want to have such a relationship.

In the initial stage of a placement, a good way of beginning to build a positive relationship is to offer clear boundaries and expectations of the young person upon which to build, to:

- Maintain relationships with young people which are positive and based on mutual respect.
- Display a genuine commitment to make and sustain relationships with young people with challenging behaviour.
- Offer consistency and continuity of education and care so that young people can have confidence in building the relationship.
- Ensure reliability – young people react more positively to reliability, which also links to consistency and trust.
- Be clear about what young people can expect, what staff and all other interested parties' responsibilities are and how they will be discharged.
- Demonstrate an understanding of each student's difficulties via the use of good Individual Education Plans, Young people Risk Assessment and reassuring them.
- Demonstrate an understanding that mutual respect and confidence must be earned, and always showing respect for young people.
- Show integrity - always be consistent, truthful and reliable.
- Ensure staff and mentors consistently demonstrating appropriate behaviour and self-discipline.
- Talk to young people about their behaviour, explaining the benefits of change.
- Always making sure that the young person's needs are met and demonstrating a clear and consistent concern for the young person's welfare by putting themselves out, if when they have to.
- Encourage the student to take responsibility for their behaviour and its consequences.
- Never succumb to negativity, ensure that all interactions with young people are positive, supporting and promoting self-esteem.

2.1 Positive Re-enforcement

Many young people who are looked after have been raised in low warmth / high criticism households or have been subject to abuse and neglect. Many young people have also suffered exclusion from the education setting and have not had opportunities to learn and thrive. They will have repeatedly received negative messages about themselves, which will have impacted adversely on their self-esteem, self-worth and confidence.

The expectation is to develop positive and supportive relationships with young people, and generally they will be managed through the positive reinforcement of appropriate and desirable behaviours. It is a key task to teach and support young people how to behave

appropriately by modelling appropriate responses to a range of situations. Pioneer TEC provide consistent feedback to young people about their behaviour and how it impacts on others.

As young people attempt to manage their behaviour, they need encouragement and support both to reward their efforts and provide further change. When staff and all other interested parties intervene with young people because of their behaviour, they will do so in a way that clearly differentiates disapproval of the behaviour from disapproval of the young people him/herself (Confrontation / Collaboration).

Pioneer TEC acknowledges personal levels of mood and stress or feelings of being under pressure when dealing with challenging behaviour, can quickly inflame the behaviour of young people which in turn can massively escalate the situation in the first instance. Staff and all other interested parties will be mindful of how they are feeling and how they are communicating in order to deal effectively with challenging behaviour.

There are a number of options available to promote change through positive reinforcement, so rather than to threaten to impose a sanction or stop an activity go with a positive statement such as “wouldn’t it be great to play football, but before we can do that we need to finish this piece of work”, or “ I really want you to go on the Friday activity, but we need to get xx number of points to enable that to happen”, everyone will react negatively if our response to their behaviour is negative in the first instance.

Verbal Praise

- Pioneer TEC never miss an opportunity to say something positive to young people and always acknowledge their efforts whether they succeed at what they are doing or not.
- Young people and parents / carers enjoy being able to celebrate these occasions, so Pioneer TEC make it our priority to let others know and let the young people know that we are going to actively celebrate and acknowledge all achievements and accomplishments that they make.

Group Praise

- Pioneer TEC staff will praise the young person first and then tell them that they are so pleased that they will inform other residential staff, parents, or carers.
- Pioneer TEC staff will also praise young people in front of their peers, residential staff and instructors.

Some young people do not take praise well and get easily embarrassed. Pioneer TEC are mindful of all individual young people their personalities and characteristics, as verbal and advertised praise can and does have an adverse effect on some young people. Therefore, in such circumstances group praise may not be appropriate for these young people.

Non-Verbal Feedback Actions

Pioneer TEC know that positive attitude towards young people and approval for their behaviour can be conveyed through actions, which include clapping, thumbs up, facial expressions and gestures.

Pioneer TEC exercise caution when using any form physical contact to ensure that the gesture is not intrusive nor open to misinterpretation by the student.

Reward/ Incentives

- The Junior Instructor Role (School Prefect) is a positive position of responsibility that young people can work towards and become mentors for new and existing young people. This role is key for student emotional and social development and a positive behaviour support and management tool.
- Young people in education should be given opportunities to earn points through the student point system 3 R's (Respect Recognition and Reward).
- The 3 R system of reward is reviewed weekly by key staff and the young person to celebrate targets achieved and to see where targets have not been met. This leads to discussions what needs to happen to make these targets achievable the following week.
- Additional rewards for young people who meet targets could include extra time on an activity of their choice after school or at weekends.
- Young people who are acting as Junior Instructors are often beyond the 3 R system and receive weekly reports and an appraisal with regards to how they have conducted and performed in the role as Junior Instructor.
- Junior Instructors receive a weekly budget equivalent to a maximum 3 R's yield of £25 of credits on their account.

Reference and Resource:

Behaviour in schools Advice for headteachers and school staff - 2022

3: IDENTIFYING CYCLES OF AGGRESSION

Where young people have learning difficulties or negative learned behaviour traits, it is important for all staff to understand the different ways in which these young people can react to a set of circumstances. At referral stage we look to capture all past behaviour information by liaising and communicating with the placing authorities and professionals previously working with the young people.

This information is then contained in the young person's MY Plan document held on Clear Care and forms the basis for our risk management and behaviour management documents which enables us to construct behaviour plans and strategies designed to help manage behaviour and to inform all operational staff in contact with the young person on a day-to-day basis.

The majority of young people are rarely spontaneously violent, usually they go through a process of rising anger and aggression, which, if unchecked or not recognised, can lead to a violent outburst. It is therefore important for staff if they are to avoid violent confrontations, then they understand the "cycle of aggression" so that they are able to intervene appropriately in response to signs of mounting anxiety and agitation being displayed.

Pioneer TEC young people do not cope well in an unstructured environment, which in turn means all breaks need to have an element of structure in them. Pioneer TEC Managers will plan arrangements for supervision of breaks and rest areas and lunch time.

Young people will not be allocated large amounts of free time creating their own entertainment, as this can often lead to an escalation in challenging behaviour. These negative behaviours are then often directed towards the weaker young people within the educational environment, which could encourage incidents of bullying.

3.1 Crisis Development Model

Pioneer TEC acknowledge that young people who have suffered trauma and adverse childhood experiences may demonstrate differing levels of anger & frustration when they experience moments of personal crisis, below illustrates the behaviours and corresponding staff responses to de-escalate and keep people safe.

<i>Observed Behaviour</i>	<i>Staff Response</i>
Anxiety	Supportive
Defensive	Directive
Risk Behaviours	Physical Intervention
Tension Reduction	Therapeutic Rapport

(CPI Crisis Development Model)

Recognising the early stages of a behavioural sequence that is likely to develop into a serious incident could support de-escalation.

Anxiety strategies:

- Supportive actions by staff such as appropriate touch, calm voice using appropriate tones/rhythm and pace.
- Ensuring staff language is short, simple at a rate an anxious person can process and within their cognitive functioning.
- Distraction techniques may also be useful at this stage to redirect the student's mind elsewhere.
- If these strategies do not work, staff may dis-attend or disengage from the young person's behaviour.
- Young people may need the opportunity to take some 'time out' but this will be an agreed area, where there is less chance of gaining an audience as this quickly involves other young people and escalates the behaviour further.

Defensive Strategies

- Limit setting, interrupt, and redirect, if/then, when/then and the failsafe choice of taking time out and empowering the young person to choose to talk in private later are effective.
- Staff should try to remain rationally detached, pause, think before talking, use language, tone, rhythm that helps communicate.
- If a young person progresses to "release" (a barrage of verbal defensive language" they are unable to process what you are saying, they are in crisis and staff should allow them to vent, provide space and time, re-engage when the person is ready.
- Staff should take all threats seriously, remain calm and call for help.

Risk Behaviour Strategies

Risk behaviours are those which pose an immediate physical threat to peoples safety, as such Pioneer Tec's responses must be reasonable, proportionate and in line with safety intervention training.

- Remove items that could cause harm.
- Change of face (swap staff)
- Provide a safe space for the young person to walk to
- Give space & time if that option does not allow for harm to self or others (staff to observe for the duration).
- Staff to use physical intervention if the risk of doing something outweighs the risk of doing nothing.
- Physical intervention is a last resort and is performed to maintain safety.

Tension Reduction

Tension reduction occurs after the high energy output of any of the behaviours, staff should be supportive and take this moment to repair relationships with young people, remembering that the behaviours are a result of complex trauma and not a personal attack. During tension reduction assurance to the young person will help them see staff as safe, this is crucial to nurture in order to establish some level of mutual trust and move towards more positive coping strategies.

Reference and Resource:

<https://www.crisisprevention.com/en-GB/Library>

4: RESPONSE TO AGRESSION

Most behavioural changes are not always fuelled by standalone incidents and can be a combination of events which charge the change in manner and behaviour. Pioneer TEC:

- Always attempt to de-escalate the situation.
- Listen to them and use of positive re-enforcement (Section 1.1).
- Remove the young person from the situation (reduce the audience).
- Swap out with another member of staff (a change of face could immediately de-escalate a situation).
- Use of appropriate humour.

Use of physical intervention is the last resort. It is important in the face of mounting anger and aggression **NOT TO:**

- Lose self-control.
- Shout (although it may be appropriate to raise the level of the voice and speak more assertively).
- Attempt to enforce compliance over trivial or unnecessary matters.

- Take positions or issue warnings that cannot be maintained.
- Attempt to continue to use reasoning in the face of mounting anger and aggression (when young people may have lost the ability to rationalise and negotiate).
- Threaten or intimidate young people.
- Make fun of, ridicule or humiliate young people.
- Confront challenging behaviour in front of an audience.
- Corner or closely confront a student.

Reference and Resource:

<https://www.verywellmind.com/what-is-aggression-2794818>

<https://www.camhsnorthderbyshire.nhs.uk/anger-and-aggression>

5: USE OF CONSEQUENCES

Many young people equate the use of consequence with punishment. Pioneer TEC therefore believe consequence should be seen as an aid to promoting change in young people through confronting them with the consequences of their actions and providing an incentive to change their behaviour. The restorative process has been shown to promote long term positive change in behaviours and is used in conjunction with sanction/consequence, this is however a collaborative approach agreed and sometimes suggested by the perpetrator to repair damage and repair relationships.

5.1 Consequence Criteria

- Proportionate and appropriate to the behaviour under consideration and its circumstances.
- Relevant to the age, understanding and documented in an individual educational plan (IEP) of the young person.
- Realistic, sensitive, enforceable, and achievable.
- Timely - applied as soon as appropriate after the unacceptable behaviour and within a timescale relevant to the young people.
- Not disruptive to other young people within the school.
- Regularly reviewed.

The following consequences are unacceptable and will not be used:

- Corporal punishment.
- Deprivation of food and drink and young people will not be forced to eat food they dislike.
- Withholding medication, medical or dental treatment.
- The use of disrespectful or abusive language.
- Requiring young people to wear distinctive and inappropriate clothing- intended either to demean and humiliate or discourage absconding.
- Restriction of liberty - it is illegal to lock young people into any premises apart from secure accommodation.
- Intimate physical searches. It is unacceptable to ask a young person to turn out their pockets or bags.

5.2 Pioneer TEC's Permissible Consequences:

- Increased supervision, i.e., escorting the young person to school to prevent missing from education and/or care.
- Verbal reprimand. However, it is not acceptable to shout at young people or use threatening or intimidating language.
- Vehicle Ban – where the behaviour related to dangerous / undesirable behaviour in a vehicle.
- Suspension of Junior Instructor role – with timescales and strategies to support re-earning of the role.
- Time-outs – again agreed place and not one which will attract the attention of other young people as this can escalate the issue.
- Internal Fixed Period Exclusion – there may be times when a student at the school presents such a risk to themselves or to others or is simply interfering in everyone else's right to receive an education, that we must remove them from the situation and impose an internal exclusion. By taking this sort of action, we can help address the harmful behaviours and we can continue to see that the school is not disrupted, and that good order can be maintained.
- Any internal fixed period exclusion must be authorised by the Pioneer TEC senior management team in the first instance and have to always be supervised by a staff member at all times, possibly two depending on the risk and the behaviours on display. Immediately after the completion of a period of internal exclusion in school, the home of the student will be notified verbally/telephone before the student arrives home explaining the following:
 - What happened before, during and after the event?
 - Who was involved?
 - Why it was necessary.
 - When this occurred
 - Where - which classroom
 - Follow up action needed to prevent re-occurrence.
- Reparation payments (not fines) – to compensate for damage to property or theft. These should be no more than 50% of the student's weekly allowance and between 50%-100% of the total cost of damage / theft. Each case should be looked at on an individual basis to ascertain what percentage of reparation is to be charged. Where student's present behaviours that require regular reparation, or reparation of a large amount, then the teaching staff communicate with those that have parental responsibility to look at restorative justice strategies. The reparation would not be refunded, but instead it would be used to replace the damaged or stolen item.

All consequences will be written up in the sanctions / consequences log staff will be instructed to consult with their line manager or senior member of staff before applying any sanction.

Exclusions can only be authorised by the Pioneer TEC senior management team.

5.3 Restorative Process & Reset Meetings (Behaviour Meetings)

Should a student be internally suspended from school or where a student's behaviour requires intervention, a Behaviour Meeting will be scheduled within 24 hours with the young person, residential manager and Pioneer TEC Lead/Manager

Following incidents PioneerTEC education staff will offer a reset meeting to the young person. During this meeting they are to be accompanied by one of their residential care staff for support. The reset meeting (Behaviour Meeting) is designed to be a restorative process and to be supportive of the young person, assisting them to make positive behaviour changes over time. Meetings are framed using the CPI C.O.P.I.N.G. tool, facilitators use open questioning to help young people see the consequences of their actions within the context of their social and staff relationships, identify where harm may have occurred and agree a plan to help re-establish and rebuild relationships.

The restorative process aims to build on trauma informed care using the following principles;

- Safety
- Trustworthiness
- Choice
- Collaboration
- Empowerment

The C.O.P.I.N.G. restorative tool guides the restorative process meeting facilitator in the following ways.

C – Control – Ensure that emotional & physical control is regained (appropriate time/place)

O – Orient yourself to the basic facts, what happened? When, where, who, why?

P – Patterns, look for patterns in behaviours, is this the first incident or is it a recurring event?

I – Investigate alternatives to the behaviour.

G – Give back responsibility; provide support and encouragement

The KIT behaviour management tool is provided to all staff during their KIT Safety Intervention Training. The staff present and the young person are asked to sign the form following the meeting as a record of agreements made, these may include plans to repair or pay for repairs to property, return stolen goods or make payment to replace items, (see reparation payments in previous paragraph), the plan will also include how young people can repair relationships with peers & staff involved.

6: USE OF PHYSICAL INTERVENTION

The policy of Pioneer TEC is that physical intervention should never be used as a means of punishment, or as a matter of course, and should only be used when absolutely necessary and in the best interests of the young person.

Pioneer TEC staff and all other interested parties have a duty to safeguard and promote the welfare of the young people. Therefore, there will be times at which physical interventions may have to be used.

The legal provisions on school sanctions provide members of staff with the power to use reasonable force to prevent young people committing an offence, injuring themselves or others or damaging property to maintain good order.

6.1 Principles

Pioneer TEC staff and all other interested parties will not attempt physical interventions or be involved in any form of physical intervention unless they trained and are convinced of a satisfactory outcome and the young person is brought under control by the specific methods of the training. The use of force will not be attempted if there is any danger it may not be successful, (The risk of doing something vs the risk of doing nothing)

Pioneer TEC staff and all other interested parties will comply with the following guidelines:

- Unless immediate action is required then physical intervention will only be used when necessary and other techniques of diffusion and de-escalation have failed to illicit improved behaviour.
- Reasonable force will only be used if justified by circumstances.
- When physical intervention is used it will be applied at the least restrictive/lowest possible level to achieve safety for young people, peers, staff and public. Holds will be maintained for the minimum amount of time necessary for young people to regain emotional & physical self-control, (tension reduction).
- When physical intervention is necessary dialogue will continue throughout and the young person will be supported to reach tension reduction and be advised on what they need to do for the physical intervention to cease.
- Other young people will not be asked to assist in the physical intervention of another student.
- Following any intervention, the incident will be recorded as soon as practicable in line with policy, using appropriate reporting form and system.
- The young people will be offered an opportunity (Reset Meeting) to discuss behaviour and agree restorative justice plan to help develop positive behaviours in the short and long-term future.
- It is essential that staff & young people involved in physical intervention are all debriefed and offered support and an opportunity to reflect on their role in the incident within 48hrs.

Any form of physical intervention can be open to question and can be challenged on their use of it by the young people, parents, or the Social Services Department. Staff and all other interested parties need to be clear that they strictly observe guidelines and comply with principles and practice of their Physical Intervention Training.

6.2 Responsibility

Only those trained in the use of approved techniques will attempt physical interventions. Physical intervention is only used to prevent likely injury to the student concerned or to others, or likely serious damage to property or as highlighted in the DfE publication Behaviour in schools Advice for headteachers and school staff – 2022.

Physical intervention will not to be used as a punishment, as a means to enforce compliance with instructions or in response to challenging behaviour which does not give rise to reasonable expectation or injury to someone or serious damage to property.

When it is necessary to use physical intervention, the degree of force used will be reasonable and proportionate to the level of perceived threat, applied for the minimum amount of time required to allow the student to regain self-control and employ the minimum number of people necessary to resolve the risk of harm, damage or injury and ensure that the incident is properly witnessed.

Physical intervention will not be used unless it would be effective and successfully bring the young people under control. Under no circumstances will physical intervention become “fighting” with young people.

If it is necessary to use physical intervention, communicate effectively and with the student using calming and reasonable language with clear instructions about expectations on what the young person needs to do to get the physical intervention lifted. Consistent appropriate dialogue is important to also gauge how close the student is to regaining self-control.

Appropriate training will employ safe and approved physical restrictions whilst using the principles of appropriate techniques in line with the training body guidelines – Safety interventions (CPI).

If physical intervention is used to cope with escalating behaviour, professionally and safely, Pioneer TEC staff **WILL NOT:**

- Restrict Airways.
- Deliberately cause pain or distress.
- Use locking holds, twist limbs, or exert pressure against joints (hyper-extension, hyper-flexion).
- Hold young people in prone or supine positions.
- Use straddle holds.
- Have contact with a student which may be construed as indecent, or sexually invasive.
- Use clothing, belts, or equipment to restrict movement.
- Employ slaps, blows, or strikes of any kind.
- Hold ears or hair.
- Ignore medical conditions which may be exacerbated by the use of physical intervention (asthma, epilepsy etc if informed by the home).
- Ignore a student’s previous experience of trauma.
- Ignore any cultural issues in relation to touch.

Where there has been physical restraint, young people will be given the opportunity to be examined by medical practitioner and a record made on an accident form as well as on the physical intervention record. Staff and all other interested parties will be given an opportunity to discuss and record incidents of restraint they have been involved in, witnessed, or been affected by, with a relevant adult.

Reference and Resource:

7: RECORDING

In addition to the record of events normally kept, a separate record of physical intervention will be made as it occurs.

The record of physical intervention will be made by those people who took part in or observed the physical intervention and will be made immediately after the situation is resolved and people have had chance to calm down. The physical intervention will be recorded on the young people file.

7.1 Reporting /Recording

The record of physical intervention will include the following:

- Name of the student involved.
- Names of the adult(s) involved.
- Names and designations of any witnesses.
- Date, time, and location of the incident.
- Circumstances in which the physical intervention occurred and the justification for its use (i.e., evidence of actual or likely harm or damage).
- Measures used to de-escalate the situation and avoid the need for physical intervention.
- Duration of the physical intervention.
- The young person's response to the physical intervention. Debrief as soon as reasonably possible in a behaviour meeting.
- Action taken following the incident (debriefing, use of consequences).
- Whether the student suffered any injury (and the extent/ nature of this).
- Who has been notified of the incident?
- The young person's comments and or signature (given age and understanding). Debrief as soon as reasonably possible in a behaviour meeting).
- Action taken following the incident (debriefing, use of consequences).
- Whether the student/person suffered any injury (and the extent/nature of this).
- Date and signature of person completing the record.
- Counter signature of Instructors / Teachers.
- Counter signature of supervising teacher/ teaching support / carer.

7.2 Debrief

Pioneer TEC staff and all other interested parties will be routinely debriefed by their line manager following any incident of physical intervention to provide an opportunity to discuss events and the feelings they evoked, and to reflect on practice. This discussion should contribute to "recovery" and allow a discussion about alternative strategies and wider training needs. If the discussion indicates the need to review the risk assessment on a student, it is the responsibility of the Pioneer TEC senior management to ensure this happens, and a more appropriate risk assessment is produced.

Debriefing will be offered as soon as possible after the incident. Effective debriefing allows staff to locate responsibility for what has happened, reflect on their actions and experiences, and to explore feelings. It also allows staff to regain lost confidence.

If an incident of physical intervention results in the student making a complaint, support will be offered and protocol followed; this is separate from any agency or Local Authority response to the complaint itself (Complaints in section 6.5)

7.3 Support for Young Person (s) – Debrief – Reset Meetings (Behaviour Meetings)

Following every incident of physical intervention, the young person will be given the opportunity to talk through and reflect on the circumstances in which it occurred. The purpose of this is to explore with the student the responsibility for what has happened and to identify alternative strategies to avoid similar situations arising in the future.

It is necessary to exercise judgment in the timing of this meeting - balancing the need to allow sufficient time for the student to calm down without losing the immediacy and impact of the incident. A person/s who has a good relationship with the young person and is seen as credible, fair, and authoritative will conduct this interview.

These “Reset Meetings” are facilitated by a member of Pioneer TEC’s senior management team, residential care staff to support and the young person. These meetings will usually be conducted the day after the event and after school hours to allow the school’s running day to be concluded.

The student can re-attend once the meeting has been held to a satisfactory conclusion. In the event that a meeting does not take place, or the young person refuses to engage, a meeting will be offered the following day, a record will be held into why this has not taken place and highlighting that another meeting is to be arranged with all parties in agreement. If the “Reset Meeting” is unable to be concluded to a satisfactory conclusion, this will be reported to the Pioneer TEC senior management team for further review.

It is important the behaviour meeting has a positive outcome with strategies in place to re-establish relationships and to restore positive working relationships and confidence, e.g., Restorative Justice Practices.

7.4 Sharing Information

Staff should inform their line manager or a member of the Pioneer TEC senior management team if a physical intervention occurs and ensure that the information is shared with the parent / carer if appropriate and with the Local Authority or social worker at the earliest opportunity. They will also decide whether Safeguarding procedures should be invoked.

If physical interventions occur frequently with a particular young person, then their risk management, strategies and future planning will be reviewed at the behaviour meeting.

8: COMPLAINTS

8.1 Young people

When young people are in crisis physical intervention may be unavoidable and may result inadvertently in the young person being injured. It may also be that in these circumstances the student may be particularly distressed or feel they have been treated unfairly or inappropriately in some way.

Pioneer TEC feel it is important in discharging the duty to safeguard and promote the welfare of young people that they are given every opportunity to comment on their experience(s) and make a complaint if they so wish.

Young people in school will be made aware of the complaints policy and given information about the Children Rights Service, Child Line, and the information for their own placing authorities.

8.2 Parent / Carer

If a parent / carer with parental responsibility wishes to make a complaint about an incident of physical intervention this will be referred to Pioneer TEC senior management team.

Pioneer TEC staff and all other interested parties have the right to complain if they feel aggrieved about the support or service, they have been offered by Pioneer TEC. Such complaints will be taken seriously and investigated in line with complaint procedures.

9: TRAINING

Physical intervention training is MANDATORY and will be completed as part of probation and induction. The training provided on physical interventions will comply with government guidance and expectations. See Appendix 1.

10: RESPONDING TO BEHAVIOUR

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages students to be engaged.

Display the behaviour curriculum or their own classroom rules.

Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

10.2 Responding to good behaviour.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via email or a phone call
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as Junior Instructor role, prefect status or being entrusted with a particular decision or project.

10.3 Responding to behaviours that challenge

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so students know with certainty that behaviours that challenge will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom.
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

10.4 Offsite Behaviours

Sanctions may be applied where a student is off-site when representing the school, e.g.,

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student at our school

Sanctions may also be applied where a student is off-site, at any time, whether or not the conditions above apply, if the behaviours:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g., on a school-organised trip).

10.5 Online Behaviours

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student.

It could have repercussions for the orderly running of the school.

It adversely affects the reputation of the school.

The student is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

10.6 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head teacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

10.7 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police

Please refer to our child protection and safeguarding policy.

10.8 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Appendix 1 – Supporting Guidance Documents

This policy sets out how Pioneer TEC will meet its duty to staff and all other interested parties working, studying or visiting Pioneer TEC.

If anyone wishes to seek further information or guidance, they can refer to the above documents / organisations and refer Resources and References web addresses highlighted below:

Reference and Resource:

<https://books.google.co.uk/books?id=PNSMAgAAQBAJ&printsec=frontcover>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.naht.org.uk/news-and-opinion/news/student-support-and-safeguarding-news/new-guidance-on-restraint-and-restriction-of-liberty/>

<https://www.reconstruct.co.uk/training/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

<https://www.oohctoolbox.org.au/anger-and-aggression>

Appendix 2: behaviour log

Student's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 3: letters to parents. Carers about student behaviour – templates

First behaviour letter

Dear parent/carer,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date: _____

Second behaviour letter

Dear parent/carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent/carer,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help
improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special
educational needs co-ordinator and myself, to discuss how we can best support your
child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the
school to arrange the meeting.*

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____