

Relationships and Wellbeing

(inc. restraint guidelines, anti-bullying policy and seclusion)

Resilience, Resourcefulness, Reflectivity, Relationships, Responsibility

Rationale:

This policy is written in the context of a significant change in the nature of the diversity of need at Norman Gate. Nationally there is increasing awareness of the importance of emotional wellbeing and good mental health. It is supportive of pupils and staff with increased emphasis on wellbeing and interaction. It references the high levels of skill needed and expected from staff but acknowledges that they too will need support. Historically Norman gate has relied heavily on tangible reward but the importance of intrinsic reward is now increasing.

Intent:

- To provide every child with a learning environment which is physically and emotionally safe and secure.
- To model positive leadership around emotional wellbeing which requires high levels of energy and commitment from everyone
- To show how social development, physical and emotional wellbeing, and academic advancement are interlinked and interdependent.
- At times children's behaviour and interactions will be hijacked by other events and circumstances. We will provide high levels of support and understanding to avoid escalation or personalising the behaviour
- To provide high quality training to help staff understand what is required to avoid escalation and how to avoid personalising the behaviours
- To help pupils find a better solution. For our children the behaviour being exhibited is not the problem, it is the solution to a perceived challenge, threat or misunderstanding.
- To have a shared responsibility between staff, pupils and parents to support interactions and wellbeing. Children's behaviour is likely to improve when engaged in relationships which are open, respectful, sensitive, nurturing, and positive (and acknowledge the contribution of learning through mistakes).

Implementation:

- Promote independence and self-regulation by encouraging children to reflect and to respond positively to debrief and role

modelling where this appropriate to the child's level of understanding

- Endeavour to promote and enhance the self-esteem of all whenever possible
- Keep parents involved, respect their views and ensure they have a clear understanding of what we are trying to achieve
- Acknowledge that children's social awareness and skills vary considerably from one individual to the next and from day to day, thus requiring different levels and types of support.
- Celebrate, share, and reward effort and success frequently
- Make explicit through our Values expected standards of interactions.
- Support children to understand the reasons behind their responses
- Support and encourage children to make better choices leading to positive outcomes
- Reference British Values in supporting children to make positive choices (Mutual Respect, Rule of Law, Individual Liberty, Tolerance and Democracy)
- Demonstrate fairness, respect, and consistency with flexibility
- Support children through role modelling, high quality debrief relating to school values and acknowledgement of the challenges they face
- Encourage children to view the maintenance of high standards of behaviour and interactions as a whole school collective responsibility from which everyone benefits
- Focus on resolution and positive outcomes to support learning and emotional development
- Ensure that at all times procedures are in accordance with legislation as expressed through the DfE and County documentation.
- Whilst maintaining a positive and proactive approach there may on occasion be a need for the use of sanctions, and restraint (in line with DfE guidance and Education and Inspections Act 2006, DfE Behaviour and Discipline in Schools 2016, Equality Act 2010 and DfE Use of Reasonable Force Guidance 2013, HCC Restrictive Physical Interventions guidance 2016). Reducing the Need for Restraint and Restrictive Intervention, DfE June 2019
- Including pupil voice as appropriate in the formation, explanation and review of:
 - Whole school Charter/ expectations
 - Classroom Charters
 - Individual targets
- Displaying the above in ways in which the children can most easily access and understand
- Employing a range of visual, tangible reward systems alongside social praise including:
 - Stickers

Assembly bricks for the Wall of Achievement in upper
School and Animals in Lower School
Assembly values certificates

- Using a range of individual motivators in class appropriate to need and understanding
- Using intrinsic motivation where and when suitable to support growth mindset
- Ensuring all staff have a clear understanding of school values and ethos and exhibit this in their every-day interactions and support
- Monitoring and adapting our own language and actions so they empower the people around us, not undermine them
- Ensuring all appropriate staff have initial and refresher TEAM TEACH training and other training as required. (Accredited by DfE and ICM, Institute for Conflict management)
- Making staff aware of their power to use reasonable force as a last resort. (see Restraint Guidelines app 1)
- Using Boxall Profiling to inform targeted teaching and PSP's (Pastoral Support Plans) for children whose social and emotional interactions presents a particular challenge
- Where appropriate carry out a risk assessment.
- Offering learning environments and aids appropriate to need (e.g. indoors and outside, workstation, visual timetables, and flexible playtime arrangements).
- Sharing support plans with children to ensure their understanding and seeking feedback for clarification
- Ensuring a close match between social and emotional, academic, sensory and physical learning objectives and an individual child's development level
- Supporting adults through induction and training to have the skills to understand the children's needs
- Developing an environment and ethos which is supportive of everyone's mental health and wellbeing by being open and transparent with each other and willing to share experiences
- Communicating openly, honestly, and non-judgementally with parents via informal discussion and more structured formats (e.g. annual reviews, annual reports, PSP's etc).
- A two weekly block per term is timetabled for behaviour recording for children with identified higher need. This data will then be analysed by the behaviour co-ordinator and discussed with the class team to feed back into and understanding of communicative function and what support is in place.
- The school will make suitable referrals to call upon the expertise of the Educational Psychologist, CAMHS and other outside agencies as appropriate.
- Behaviour co-ordinator working more intensively with parents on social interactions and emotional wellbeing in consultation with other professionals as appropriate.

- Making it clear to families that the policy applies while children are on the premises and on trips

Impact:

We will monitor and evaluate our performance by

- Teachers and leadership team maintaining and analysing records of individual children's progress in personal and social development
- Behaviour co-ordinator maintaining and analysing record of incidents of restraint
- Headteacher's report to governors to include comment of pupils' personal and social development in school.

Appendix: Covid-19

- We are all living through unprecedented times
- Many people are experiencing raised anxiety
- We have all been living with lockdown for a long time and for most this will have given a sense of security
- As society opens up many will experience raised anxiety levels
- We need to support everyone in our community to come to terms with returning to school and into the wider community
- As professionals we too may have anxiety about the return to school and that is perfectly understandable and normal
- Our challenge, as it is so often when supporting children with raised anxiety and demonstrating challenging behaviour, is to show that the systems and plans in place will make things as safe as we can and we need to appear calm and confident
- We will all make mistakes. This may be accidentally getting closer than 2m or going the wrong way round school. We can consider these to be "Oops" moments and it is important that children (or adults) do not feel overly guilty or are reprimanded over the issue

Help Scripts:

Staying safe

- I/You can help everyone stay safe by washing my hands properly and often
- I/You can help everyone stay safe by staying 2m apart

- I/You will always use a tissue, bin it and then wash my hands if I have wiped my nose
- I/You will/can help to clean my work station and my equipment
- I/You will/can follow the signs in school
- I/You will/can ask questions if I am worried or if I don't understand

“OOPS”

- If you get too close to somebody say “Sorry” and step back, the other person may like to say “Thank you”
- If somebody comes too close to you say “ Please can you step back a bit”/”Stop”/ sign stop, the other person may say “ oh yes, sorry”
- If you are worried about something always ask to speak to somebody. You may want to say “Please can I ask a question?” or “Please can you help me” or “I don't understand, can you tell me again please?”
- If you go the wrong way in school don't worry. An adult may say “ Come this way” or “ We do it like this now”
- The phrases are not necessarily to be used verbatim but are designed to give a friendly, supportive and clear message
- For some children we will need to provide symbols. These may include 'help', 'stop'
- Some of our children will need more support and guidance than others

It will be different but remember:

- You can still talk to people but stay 2m apart
- You can still play games but stay 2m apart. Adults can help you with ideas
- You can still have friends
- Your friends and the adults around you can help you to stay safe and you can help yourself too
- Everyone at Norman Gate is here to help and to keep you safe
- Things are different to keep you safe

Definitions:

- '**Restraint** occurs when a member of staff uses physical **force** intentionally to **restrict** a child's movement **against his or her will**'
HCC: Restrictive Physical interventions in Schools Guidance 2012 updated 2016
- **Reasonable force** will be defined as using no more force than is needed. **DfE guidance July 2013**

Intent:

- 'Every child has a right to a learning environment which is physically and emotionally safe and secure'. (Relationships and Wellbeing policy)
- Norman Gate's Relationships and Wellbeing policy has been devised with the intention of minimising the need for restraint
- The use of restraint in itself will do little to improve a child's ability to manage his/her own behaviour or to affect a change in behaviour in anything but the very short term.
- Pro- active strategies are seen as preferable to reactive approaches and constitute at least 95% of any support plan
- Restraint is one element of a multi element 'package' of emotional support
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Restraint will always be a last resort decision based on best interest of the child and risk reduction
- To promote independence by encouraging children to reflect and to respond positively to debrief and role modelling thereby reducing the need to use physical intervention

Implementation:

- Using pro- active strategies throughout the school and recorded for individual children on pastoral support plan (PSP) where appropriate (i.e. for children whose social and emotional needs present particular challenge).
- Sharing PSPs with parents.
- Recording incidents of physical intervention and using analysis to inform risk assessment, risk reduction and safe guarding (*July13 Guidance*)

- Attaching Risk Assessments to the PSP which are reviewed in class teams
- Training school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following: (**Section 93 of the Education and Inspections Act 2006 and Guidance on Use of Reasonable Force 2013**)
 - a) committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - b) causing personal injury to, or damage to the property of, any person (including the pupil himself); or
 - c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- Ensuring that a list of trained staff is maintained and monitored by the Headteacher. The **Education and Inspections Act 2006** states all school staff have a legal power to use force. At Norman Gate the Headteacher will use discretion on this issue.
- Informing staff that all staff may use restrictive interventions to maintain safety in an emergency consistent with the principle of common law. However, we would expect a member of staff who has attended a Team Teach course to take over at the earliest opportunity.
- Using **TeamTeach** as the chosen holistic behavioural approach as recommended by **HCC and endorsed by HCC and ICB**
- Refreshing all staff for at least one hour per term and sending new staff on the earliest available Team Teach course. (Untrained staff will observe refreshers to see good practice and hear the terminology)
- Reporting incidents of physical intervention to parents/carers unless to do so was not in the child's best interest.
- Informing a member of the Leadership Team if a physical intervention is taking place. This is not to take over but to offer help and support and respond in keeping with their Team Teach training
- Considering the following before using a physical intervention:
 - The chances of achieving the desired outcome by other means were low
 - The risks associated with not using force outweighed those of using force
 - The use of force was considered to be in the best interest of the pupil

- The potential consequences of not intervening were sufficiently serious to justify considering the use of force.
- Whenever practical asking another member of staff to witness the restraint, making a mental note of facts which will need to be formally recorded after the event (e.g. the attempts made to de-escalate the situation, the holds used, the length of time they were used for etc.) as well as being on hand to give added assistance if required.
- Remembering that:
 - Physical restraint is a last resort
 - Physical restraint is used for the shortest possible time
 - Physical restraint should never be seen or used as punishment
 - Physical restraint must be applied with minimum force, be reasonable, proportionate and not be painful to the child.
- Following a restraint:
 - The Headteacher or Deputy must be informed if they were not available to be informed during the incident
 - A written record of the incident must be made within 12 hours (County Guidance 24 hours) using the restraint incident book provided by County.
 - School will notify parents or carers of the incident at the earliest opportunity
 - When the Headteacher makes a judgement that informing parents could put the child at risk, parents may not be informed. School will inform Social Care and/or police of this decision and the EP in due course.
 - Offer a time out for staff who may need to recuperate

Impact:

- The Behaviour Co-ordinator maintaining accurate records of restrictive physical interventions
- The Behaviour Co-ordinator monitoring the records and feeding back to Headteacher and Governors
- Linking RPI data to PSPs and informing good practice
- The Behaviour Co-ordinator liaising with Class teams to monitor effectiveness of plans as deemed necessary or if requested
- Getting feedback from refresher training which is carried out throughout the year ensuring all trained staff complete 6 hours of refresher over a two year period in line with TEAM TEACH principles

- The Behaviour Co-ordinator meeting with the designated governor and feeding back to the Full Governing Body once a year.
- The current school based Team Teach instructor will attend an annual refresher as an existing Advanced Tutor

Notes:

Dealing with complaints and allegations:

- Parents and pupils have the right to complain about actions taken by school staff. This might include the use of force. Complaints should be dealt with under the school complaints procedure. If a specific allegation of abuse is made about a member of staff school will follow the guidance set out in *Keeping Children Safe in Education and Safer Recruitment in Education*.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true-it is not for the member of staff to show that he/she acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force

Team Teach

- *"Team Teach techniques seek to avoid injury to the client, but it is possible that bruising or scratching may occur accidentally, and these are not to be necessarily seen as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe."* Response and Responsibilities, Team Teach.

Use of a calming space:

- At Norman Gate we believe that changing the environment can have significant impact on reducing risk and supporting de-escalation
- Change of space may mean offering children time out of the classroom which will always be supported by an adult and may be just outside the class, a break out room, an office, or outside
- Children will be encouraged to choose to go to these spaces through self-regulating their own levels of arousal
- If the child's anxiety and behaviour is increasing the risk of injury or having a detrimental impact on the learning of others and it is known that time out will support calming the child may be guided to one of these spaces

- The aim is to reduce risk and negative impact and to facilitate self-regulation and positive outcomes while maintaining the child's dignity
- Moving to a calming space may reduce the risk of needing a more restrictive physical intervention and impact on the learning of others
- Children will be supported throughout
- Such interventions are never used as sanctions
- If the child is guided or escorted to a quiet space they are supported to de-escalate and self-regulate. Soft toys, weighted blankets, bean bags etc. will be made available to support the child
- If the child chooses to close the door and wants the adult to leave the room, we will respect this but ensure that the child is monitored closely
- If it is unsafe for the adult to remain in the room a member of the Senior Leadership Team will be informed and it will be them who decide how to proceed
- Possible actions may include a restrictive physical intervention, blocking with bean bags or in the most extreme circumstances seclusion will be used (See policy on use of seclusion below)

Whilst withdrawal and time out may be strategies included in a child's PSP it is recognised that it is not legitimate to use Seclusion in the same planned way. Instead its use should only be considered in exceptional circumstances and is seen as an emergency measure.

THE MANAGEMENT OF SECLUSION

This policy refers to the emergency use of seclusion, which we define as “A young person being forced to spend time alone against his or her will”. HCC Restrictive Physical Interventions in Schools, Policy and Guidance for Schools 2016

*All staff are aware that the use of seclusion is likely to contravene the Human Rights Act: **The Right to liberty and security**. Seclusion may be seen as “**deprivation of freedom**” or “**restriction of liberty**”.*

As a result, seclusion would only ever be used in exceptional circumstances, with the judgement made by a senior member of staff and recorded and reported as seclusion.

The school is mindful of the fact that seclusion is a form of physical intervention. It is aware of the difference between withdrawal, timeout and seclusion as described in HCC. Guidance for School on the use of Seclusion, February 2005:

- Withdrawal (taking a young person, with their agreement, away from a situation that has caused anxiety or distress, to a place where they can be observed continuously and supported until they are ready to resume their usual activities)
- Time-out (where a response to a young person’s inappropriate behaviour includes a specific period of time with no positive reinforcement as part of an overall intervention plan)
- Seclusion (where a young person is forced to spend time alone against their will)

We do not use seclusion as a planned strategy for any of the young people in our school. This is why “seclusion” does not appear in the “responsive strategies” section of our individual plans. However, where all of our planned responses have been unsuccessful, or are judged as unlikely to restore safety, then we need to take emergency measures; seclusion *might* be one of those emergency measures.

Where we think that seclusion may be a necessary, emergency response to the individual circumstances of a young person’s challenging behaviour, the following factors should be considered.

1. Seclusion should only be used as an emergency measure, where all other responsive strategies have been unsuccessful or are judged as unlikely to manage risk appropriately. Appropriate planned distraction and de-escalation strategies should always be considered first.

2. Any use of seclusion should be in the context of a decision that it is clearly in the best interests of that young person. Such a decision process should consider whether there are any other strategies that:
 - a) offer a similar or higher level of safety and security for the young person and those around him/her
 - b) Are less intrusive in terms of physical management.
 - c) Are equally effective (both in terms of their short term cessation of that particular episode, and also in terms of decreasing the future probability of the same behaviour being shown in the future).
3. Seclusion should never be used as a punishment.
4. Where a particular room is to be used for seclusion, the young person is least likely to see seclusion as a punishment if that room is also used for some preferred activities.
5. The area considered most appropriate for seclusion should not contain anything that may cause harm to the young person or others. It should be adequately furnished, heated, lit and ventilated and be quiet but not soundproofed. There should be some means of the young person calling for attention, and of monitoring their behaviour, to minimise risk of self-harm.
6. Where seclusion is used, staff should monitor the child's safety continuously.
7. Seclusion should not be used where there is a judgement that the young person may be at risk of self-harm
8. Seclusion should be used for the minimum period judged possible to manage risk safely.
9. The young person and all others who were involved in the incident should be supported and debriefed afterwards. This process should explicitly include consideration of alternative future responses.
10. Those with parental responsibility should be informed as soon as possible afterwards.
11. Careful records should be maintained using the standard physical intervention record form, recording the seclusion under "other" in response to "What holds were used?"
This would enable school staff to record:

- a) the circumstances leading up to the seclusion
- b) the reasons why seclusion was considered appropriate at that particular point
- c) the names of the young person and staff that were involved.
- d) the date and duration of the seclusion
- e) any accidents or injuries sustained during the seclusion

12. When seclusion has been considered necessary, its use should be reviewed. Reviews of the use of seclusion should consider evidence that:

- a) The use of seclusion leads to de-escalation in the young person's usual pattern of challenging behaviour.
- b) Seclusion is being used as an emergency
- c) The overall frequency of seclusion is reducing.

13. Since seclusion is a form of restrictive physical intervention, its use should be consistent with other school and county guidance on physical intervention

N.B. This policy is supported by Hampshire County Council sample policy which appears in Guidance for Schools 2016 and Behaviour and Discipline in Schools Jan 16 and is in line with DFE use of reasonable force 2013

Anti-Bullying

Resilience, Resourcefulness, Reciprocity, Relationships, Responsibility

Intent:

- We should provide a caring, friendly and safe environment for pupils and staff so they can learn and work in a relaxed and secure atmosphere
- Bullying of any kind is totally unacceptable
- Bullying is the use of targeted and sustained aggression (verbal or physical) or intimidation with the intention of hurting, emotionally and physically, another person
- Bullying results in pain and distress to the victim
- Bullying is an emotive word and can sometimes be used inaccurately to describe incidents more related to children having difficulties with social communication and interactions

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Transphobic because of, or focussing on the issue of sexuality or life style
- Disability name calling, sarcasm or judgements made
- Religious prejudicial, name calling or judgements
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities.

Implementation:

- If bullying does occur, all pupils/staff should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the Leadership Team so that it can be addressed
- Bullying will be discussed openly within school
- Parents will be aware of our anti bullying policy and know that any cases of bullying will be dealt with.
- Discussing bullying, signs and symptoms with staff
- Discussing bullying with pupils in an open and respectful manner enabling them to trust adults to look after them
- Ensuring that all new staff are aware of the behaviour policy and the role of the anti- bullying policy within that
- Staff having a knowledge of most recent Government guidance March 14
- Carrying out the following:
 1. The incident will be recorded by staff and reported to the Headteacher /Deputy Headteacher/Behaviour co-ordinator
 2. The bullying behaviour or threats of bullying will be investigated
 3. In serious cases, parents will be informed and may be asked to come in to a meeting to discuss the problem
 4. An attempt will be made to help the bully (bullies) change their behaviour in consultation with parents and staff
 5. If necessary and appropriate, police will be consulted

6. The bully (bullies) will be asked to genuinely apologise and time will be spent talking through the incident with both the bully and if appropriate, the victim. A plan to support both children will be devised and parents will be informed of the action agreed
7. In serious cases, suspension (staff) or even exclusion (child) will be considered
8. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Impact:

- The behaviour co-ordinator keeping a record of reported incidents of bullying and how they have been dealt with
- The behaviour co-ordinator sharing this information with the Head Teacher to report to FGB
- The Head Teacher keeping a record of incidents of staff bullying and reporting to the FGB
- The Chair of Governors keeping a record of incidents of bullying by the Head Teacher and reporting to FGB
- The Clerk to the Governors keeping a record of any complaints related to bullying and sharing this with the FGB.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- doesn't want to go on the school transport
- changes their usual routine
- is unwilling to go to school for no apparent reason
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

This statement was approved by the Governing Body Spring 2021

Signed by David N.A. Drew Chair of Governors

and will be reviewed on an annual basis.

Review date: Spring 2022

Related Documents:

Safeguarding Policy
Keeping Children Safe in Education 2020
Working Together to Safeguard Children 2018

This policy addresses the follow aspects of ECM:

Staying safe, making a positive contribution, enjoy and achieve, health.

This policy addresses the following articles from UNCRC:

Article 3: All organisations.....what is best for each child.

Article 12: All children.....their opinions taken into account.

Article 14: All childrenthink and believe what they want and practise their religion as long as they are not stopping others enjoying their rights.

Article 16: ...right to privacy.

Article 31: ...right to play and relax and join in a wide range of activities.

Reviewed Feb.08, April 09, April 10, Autumn 2011, Autumn 2012, Autumn 2013, Autumn 14, Autumn 15, Autumn 2016, Summer 17, Summer 2018, Summer 2020

References:

- DfE, Education and Inspections Act 2006 (Section 93)
- DfE, Behaviour and discipline in Schools Act 2016
- DfE, Use of Reasonable force 2013
- DfE, Reducing the need for restraint and restrictive intervention for children and young people. June 2019
- HCC Restrictive Physical Intervention Guidance 2016
- Equality Act 2010
- DfE Restrictive Physical Intervention in School Guidance 2016
- Boxall Profile, <https://boxallprofile.org>
- Institute of Conflict Management <https://www.instituteofconflictmanagement.org>
- Team Teach <https://www.teamteach.co.uk>
- DfE Keeping Children Safe in Education September 2018
- DfE Safer Recruitment HCC EPS 2017