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1.0 INTRODUCTION

New Barn recognizes the importance of promoting acceptable behaviour and methods of discipline within the education setting. We believe that all young people have the right to expect positive approaches to discipline, which foster self-esteem, respect, tolerance and self-control. Behaviours which harm people either emotionally or physically or damages property are real problems for everyone in the school and must be dealt with in an appropriate manner. By promoting the beliefs below New Barn will endeavour to ensure everyone is safe, sanctions and rewards are fair and behaviour of young people is reflective and considerate to all.

New Barn School is a caring therapeutic community, whose values are built on mutual trust and respect for all. We believe that children flourish best when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, inappropriate language, vandalism and theft, which undermines these aims.

As part of our Behaviour Policy our school believes that students should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

It is our aim that all students fulfil their potential where appropriate to their level of understanding.

This policy is a statement of good practice that covers all aspects of the school and contributes to the development and maintenance of good behaviour and a positive ethos.

Expectations of good behaviour are high and a mutual feeling of trust is implicit. This policy reflects the school's stated aim of enabling all its students to develop skills to manage their own behaviour in a way that is safe to themselves and those around them. Inherent in the ethos of the school is respect for the individuality of our students.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.



Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 AIMS

At New Barn we try to:

- Promote self-discipline and self-control;
- Develop within each young person an appreciation of others and their feelings.

To increase the young person's understanding of self-awareness in order to manage their own emotions.

3.0 PROMOTING POSITIVE BEHAVIOUR

We will do this by:

Praise and Encouragement

The school will praise and encourage the positive behaviours so that qualities such as kindness, thoughtfulness, tolerance, perseverance and motivation are appreciated and acknowledged.

Reasoning

The school will reason and discuss with the young person why they should or should not do something. This should help them to relate the behaviour to the consequences.

Phrasing

The school will endeavour to phrase directions, as far as possible, in a clear and positive manner. For example instead of saying 'don't' we will endeavour to explain the reasons of why they should not do something?

Layouts

The school will endeavour to ensure a workable layout of classes, monitor areas where transitions are likely to cause disruption and address problems in such a way as to promote positive behaviour.

The aim of staff is always to reduce the possibility of disorder occurring by acknowledging workable systems.

Collaborating on Rules

The school community will set out rules, which are basic and simple and give an explanation as to why there are rules. Rules will be open for discussion at school council. The staff will endeavour to apply the rules consistently and fairly.



4.0 ROLES

The Role of the Head

The Head's role has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

Support for staff faced with challenging behaviour is also an important responsibility of the Head who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- Be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

The Staff

- The school expect the staff to set a positive example to the young people by:
- Regularly examining and reflecting on their own conduct.
- Listening carefully to the students and value what they have to say.
- Give the children clear and consistent explanations of the limits required in the setting.
- Ensure that children do not receive positive attention for inappropriate behaviour.
- Allow students to express choices.
- Acknowledge children's feelings and encourage them to express them appropriately both verbally and creatively.
- Staff should avoid labelling children as 'naughty' or 'good'. Labels can have undesirable long-term effects.
- Encourage adhering to the rules of the group, expressing that all have the right to learn.
- Shouting at students in a negative manner is discouraged and does not serve as positive form of keeping regulation.
- Lead by example, remembering that young people learn by example.
- Staff must communicate any practices that they disagree with immediately. The senior management and admin department should be informed as soon as possible if a situation is not been dealt with appropriately (see whistle blowing policy) New Barn values the partnership with all that work at the school and will endeavour to listen to any concerns regarding practice concerning management of any individuals.
- Staff are encouraged to stop aggressive or bullying behaviour immediately and make clear that this type of behaviour is unacceptable.
- Staff are to help the students understand they are valued.

Staff are trained to understand that all behaviours are communication.

5.0 USE OF REWARDS

Throughout the school, good behaviour is promoted at all times. Hillcrest New Barn School believes that it is important to acknowledge and reward in a positive way. We endeavour to raise students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students and, where appropriate. The particular and individual challenges faced by students mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it.



We praise and reward children for good work and behaviour in a variety of ways:

- Teachers and staff congratulate students;
- Recognition of personal qualities by peer group through the election of School Council Members etc.
- Students can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the School.

Rewards are used to actively encourage positive behaviour. They are divided into primary rewards, so called because they fulfil a primary need such as hunger or warmth, and secondary rewards because they fulfil a secondary, emotional, need.

At New Barn we incorporate SEAL (Social, Emotional Aspects of Learning) in our reward system. We do this to encourage our young people to recognise when they make good choices in managing their feelings, show appropriate social skills, demonstrate empathy, show reflective behaviour that can help them develop their skills in relating positively to the world in which they live.

- Reward appropriate behaviour immediately to ensure that the young person recognises and understands exactly what they have done well.
- Tangible and special rewards when applied together are more re-enforcing than if one is given alone.

The type of reward, the circumstances in which it is given and its frequency/level will vary depending on the age, needs and behaviour of the individual young person. It is important that staff teams develop a collective understanding and practice about giving rewards, both for their service and in relation to individual young people. Without this consistency young people are likely to receive inconsistent messages and opportunities for them to understand and improve their behaviour will be reduced.

Young people should have individual behaviour targets and rewards. Targets and rewards should be discussed, reflected on and agreed with the young person, and their progress regularly reviewed.

Rewards are not always tangible as in physical objects, but can be given in relational value. For example, time spent with others on an outing or engaging in a favourite hobby or interest. Such rewards can prove to be more valuable in confirming and re-enforcing positive communication and behaviour. Other rewards;

- “Catch them being good”-stickers and rewards;
- Pupil of the Week;
- Mathematician/Reader of the Week;
- Smiles;
- Positive comments on written work;
- Stickers and Stars;
- Prizes from “Teacher’s tin” and
- Good work seen by Head Teacher.

6.0 PERSISTENT INAPPROPRIATE BEHAVIOUR

The student’s social workers/parents/carers should be involved.

The senior team will discuss the situation with the social worker/parents/carers in an attempt to find the possible cause of the behaviour.

All stakeholders will, together, develop strategies for dealing with the unwanted behaviour, which could be implemented at home as well as in the school setting.



Should it be necessary and with the consent of the social worker/parent/carer, advice and assistance will be sought from relevant external specialists to address the matter.

In extreme cases (if the good order of the school is disrupted) staff need to protect other children and staff. In this case, New Barn reserves the right to restructure the environment by removing the young person from the group on a temporary basis.

New Barn promotes inclusion and will tirelessly try to focus on good and appropriate behaviour.

7.0 RESPONDING TO INAPPROPRIATE BEHAVIOURS

As with techniques to support positive behaviour, it is important in responding to inappropriate behaviours and that staff identify 'what works' with individual young people and develop 'whole team approaches' so that young people receive a consistent message and that the work of one group of staff is not inadvertently undermined by the actions of others.

The principles of confronting unacceptable behaviour include:

- Set and maintain clear boundaries;
- Do not avoid the issue and do not delay;
- Work together;
- Be truthful, consistent and reliable;
- Make time to listen, talk and take a real interest in young people;
- Take the young person seriously;
- Encourage and reward positive behaviour;
- Involve young people in decision making;
- Communicate clearly;
- Explain what is wrong and the impact on the young person/others;
- Always know where your colleagues and young people are;
- Think and plan ahead; planning and pre teaching helps avoid behaviour problems.
- Do not say "yes" to avoid confrontation. Do not say "maybe" when you mean "no";
- Do not make promises you cannot keep;
- Anger is not the same as aggression, and aggression is not the same as violence;
- Do not abdicate your responsibilities to the young people;
- Humour can defuse; making fun frustrates;
- Body language and volume and tone of voice can give important clues to what you want;
- Be calm, be assertive, be confident;
- Be aware and acknowledge your own feelings.

Any measure taken to respond to unacceptable behaviour should be fairly and consistently applied appropriate to the age, understanding and individual needs of the young person, and take into account that certain behaviours may be the result of illness, bullying, certain disabilities such as autism, or communication difficulties.



Use of Sanctions

The giving of formal sanctions can be a useful way to express disapproval of a young person's negative behaviour, and encouraging them to behave in more acceptable ways. Some young people at the school have experienced abuse and may expect punishment because this is the way they have been treated in the past. Staff need to be aware that all sanctions as with rewards need to be explained carefully, this way the young people can relate their consequences to their actions.

The DfE guide to the Quality Standards sets out that:

'Any sanctions used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. In some cases it will be important for children to make reparation in some form to anyone hurt by their behaviour and the staff in the home should be skilled to support the child to understand this and carry it out. Equally, staff should understand the system for rewarding and celebrating positive behaviour and recognising where children have managed situations well.'

The following are occasions when a sanction might be imposed:

- An assault on an individual
- Consistent disruptive behaviour in the classroom.
- Criminal damage such as damage to windows, furniture and decoration of the school;
- Damage caused outside the school e.g. in the local community;

If a sanction is used, it must be appropriate to the age of the young person and the circumstances. It must be administered as quickly as possible. It must be relevant to the undesirable behaviour and, above all, it must be fair and achievable. There is no point in making decisions which cannot be carried out.

Permitted sanctions are:

- Reparation. Helping towards putting the situation right. See moving on forms.
- Restitution. Repairing or replacing.
- Increased supervision.
- Restructuring the environment. Egg. Time in reflection 1:1, time in a different classroom space.

Separation/Internal Exclusion

It may be appropriate on occasions to separate a student from the group for a short period of time. This must not be done as a punishment but rather because there is a risk to their safety or the safety of others. There must always be a staff member to support them.

The Ofsted Inspection framework states that:

"Young people are only separated from their peers if it is properly assessed that their immediate safety, or the safety of others, is at risk. Young people are made fully aware of the reasons for the separation and, when it is over, are given the opportunity to discuss incidents with a suitable member of staff. Recording explains clearly the reasons for the separation and includes the views of the young person involved. When used appropriately, separation from their peers has a positive impact on young people's behaviour. These principles apply where children and young people are kept separately from the group but accompanied by staff".

- 'Time out' can be an effective means of decreasing negative behaviours by encouraging a student to remove or distance themselves from a situation they are struggling to cope with



All sanctions imposed must be recorded, dated and signed in the formal sanctions records. These are found in the reward and sanctions log stored in the staff room.

8.0 USE OF PHYSICAL INTERVENTION

Staff are charged with a **duty to protect** young people by taking all reasonable steps to prevent them from harming themselves, others, or from damaging property.

Staff must not use any intentional application of physical force upon children as a punishment.

Where staff have reasonable cause to believe it is necessary to prevent the risk of injury to any person or serious damage to property, staff are permitted to use restrictive physical intervention.

A measure of restraint may only be used on a student in the school for the purpose of:

- (a) Preventing injury to any person (including the student who is being restrained);*
- (b) Preventing serious damage to the property of any person (including the student who is being restrained); and*
- (c) In the case of keeping a young person safe.*

And then only where no alternative method of preventing the event specified in sub-paragraphs (a) to (c) is available.

The following guidance on the use of physical intervention.

The measure of restraint must be proportionate and no more force than is necessary should be used. This will be the minimum amount of force necessary to avert injury or serious damage to property applied for the shortest possible time.

The following actions are strictly prohibited:

- Face down restraints
- Neck hold restraints
- Restraints that could interfere with breathing
- Restraint used to force compliance
- Use of any alternative techniques/models that are not approved by the organisation

Hillcrest uses the STRiiDE as a framework for managing challenging and difficult behaviour in the school. All new staff are required to successfully complete this training during their probationary period, prior to being confirmed in post. Refresher training is provided to all relevant staff at six monthly intervals.

Making the Decision to Use a Physical Intervention

STRiiDE training focuses on the “phasing up and down” of techniques as a response to the level of incident. The onus is on the staff member to determine the degree of intervention appropriate, and when it should be used.

The degree and duration of any force must be proportional to the circumstances.

In situations where a young person’s behaviour provokes intervention, communication is the essential response. However, staff may reinforce communication with physical intervention where it is necessary to



protect the child or others, or in protection of property from serious damage, but never as a form of punishment, oppression or as a means of forcing compliance with instruction.

It is not possible to set out here the circumstances which warrant physical intervention because situations change by the minute and may demand different responses. However all use of restraint must be proportionate and no more force than necessary should be used. This will be the minimum amount of force necessary to avert injury or serious damage to property applied for the shortest possible time.

If, for example, a child is kicking a door, it may not automatically be a cause for physical intervention. If, on the other hand, it is a serious effort to damage or to gain entry to attack another person, physical intervention would be justifiable if there was nothing else that could be done to prevent the attack.

In all cases, the use of restrictive physical intervention is based upon an **assessment of risk**. This should be achieved with colleagues, but it is accepted that sometimes immediate action may be necessary to avert injury or serious damage to property. Any attempt to restrain a child or young person carries risks. These include causing serious physical injury, psychological trauma or emotional disturbance. Staff will need to take into account:

- the relative risks of not intervening;
- the age and understanding of the child;
- the size of the child;
- the relevance of any disability, health problem or medication to the behaviour in question and the action which might be taken as a result;
- the child's previously sought views on strategies that they considered might de-escalate or calm a situation;
- the method of restraint which would be appropriate in the specific circumstances;
- the impact of the restraint on the carer's future relationship with the child.

It must be possible to demonstrate that, unless immediate physical intervention is taken, there are strong indicators that injury or damage to property would follow. In deciding whether to use physical intervention, staff should ask themselves the following questions:

Is it necessary to act immediately to prevent a child from injuring themselves, others or from seriously damaging property?

If "yes":

- (a) Have all other non-physical methods of persuasion or control been tried and have failed?

Or:

- (b) Do you honestly, reasonably and instinctively believe other non-physical methods would not work in the circumstances?

If the answer to (a) and (b) is **"yes"**, it is reasonable to use physical intervention.

Levels of Physical Intervention

Where staff decide to use physical intervention, they must use the minimum force necessary. In doing so, they should consider that there are at least three levels of physical control which they should use flexibly, depending on the circumstances:

- a. **Physical Proximity:** Control by the use of physical presence involving no actual contact, such as emphasising verbal instructions and standing in front of or obstructing a doorway to prevent exit. Do



not underestimate your authority. At its simplest level, your presence in a room, a look or gesture, can send out powerful signals to young people to help them keep behaviours within acceptable limits. Such action can also provide opportunities to express concern and remonstrate with young people.

- b. **Touching or Holding:** Touching or holding can help to encourage, discourage or persuade young people to comply. An example would be laying hands on shoulders to gain a young person's attention, or taking a young person by the hand or arm to lead them away from a situation.
- c. **Restrictive Physical Intervention:** Physical restraint is defined as *"the positive application of force with the intention of overpowering the child"*. This occurs when it is deemed necessary to hold a young person, probably against their will, with the intention of restricting their movement. Such action should only be used as a last resort where other physical interventions have already failed, or that you reasonably believe would fail.

It is for the staff on the spot to decide what level of physical intervention to use. Please remember:

- Do not use restrictive physical intervention if safe holding would work.
- Do not hold if touch would work.
- Do not touch if your presence would work.
- Keep reassessing the position.
- Seek to reduce and calm the situation.
- Use the minimum force necessary to regain or stay in control.

If it is impossible to regain or stay in control, or if the physical safety of staff is ever seriously compromised, they should retreat to a safe place and summon assistance from colleagues/managers or, if criminal behaviour is occurring, the police.

Locking Doors

Under no circumstances may staff lock young people up to restrict their liberty. However the practice of closely supervising a young person at risk of causing injury or seriously damaging property is acceptable provided it does not continue for unreasonable periods.

STRiiDE Key Principles

Whilst there are different levels of physical intervention as described above, staff must always apply the following principles in taking such actions:

STRiiDE Key Principles

- Concept of 'Best Interest';
- Intervention should as far as possible maintain and support the physical and psychological wellbeing of the service-user;
- Commitment to operate within the law and provide services which adhere to accepted clinical and professional standards;
- Those in placement at the school have often been marginalized by society and treated as second class citizens, it is important to be explicit about the values that underpin every aspect of service provision;
- De-escalation and physical intervention techniques should only be used in the best interest of the individual;
- People should be treated fairly and with respect and courtesy;
- People should be helped to make choices and be involved in making decisions which affect their lives;



- There should be opportunities and experiences for learning which are appropriate to the persons interest and abilities;
- No person should be subjected to inhumane or degrading treatment, and have a right to liberty and security;
- Physical intervention reduces the impact of challenging behaviours, but rarely helps any person to acquire more appropriate behaviours. Used in isolation physical intervention can easily become self-maintaining, increase the chances of repeated behaviour and does nothing to promote other forms of behaviour;
- It is essential that physical intervention is always combined with other strategies designed to help the service-user learn more appropriate behaviours;
- Physical intervention should never rely on pain and must seek to promote dignity;
- Physical intervention should be planned and justified in respect of what is known of the service-user (formal multi-disciplinary assessment), alternative approaches have been exhausted, evaluation of risks involved, reference to body of expert knowledge and established good practice, legal criteria satisfied.

Remember:

- Adopt a **DEFENSIVE** not offensive approach;
- Act in a way which **DEFENDS** or protects the child's and your own and other people's safety;
- Be aware of the young person's age, level of understanding and background;
- Be aware of issues arising from young people's previous experiences and sexuality;
- Holding a young person should not arouse any sexual expectations or feelings;
- Be sensitive to the state of the young person's physical or mental health - for example, young people who are pregnant, under the influence of alcohol or drugs;
- Use the minimum force necessary;
- Do not physically intervene when a hold will do. Do not hold when a touch will do;
- Repeatedly and calmly tell the young person you will cease as soon as it is safe to do so;
- Communicate with and reassure the young person;
- Release when the young person is calm and it is safe to do so;
- Release in a gradually relaxed and controlled way.

If possible:

- Consult your colleagues or a manager before you act;
- Consult the young person's social worker and parents before you act;
- A verbal warning and/or instruction should be given before you act;
- Move other young people away or divert their attention before you act;
- Two adults are better than one, preferably of the same gender as the young person;
- Remove or avoid objects which could cause injury or be used as weapons;
- Avoid straddling or bearing down on the young person.

Stay away from "No Go" areas such as:

- The eyes, nose, mouth or ears;
- The neck and throat;
- The chest, kidneys, groin and genitals;
- The knee, heels and instep;
- Be aware of the dangers of Positional Asphyxia.

DO NOT place young people on the floor unless using a STRIIDE agreed intervention that:

- Has been risk assessed as safe to use with the individual young person;



- Is recorded in their behaviour management plan as an approved intervention;
- Has been agreed in writing with the young person's placing authority/parents i.e. those with parental responsibility.

In situations which do not meet the above criteria, but a young person slides or takes themselves to the ground, staff should hold them in the approved manner **ONLY** until it is safe to release.

- Try to exclude other young people from watching/being involved;
- Remove or avoid objects which could cause injury or be used as weapons;
- Do so in a controlled fashion;
- Hold the young person in a safe way. **DO NOT** restrict their breathing or blood supply;
- Keep communicating clear and reassuring;
- Release as soon as it is safe, but be prepared to take hold again, if necessary, in an upright position.

In using any physical intervention, do not:

- Act under the influence of your anger;
- Over-react;
- Use restrictive physical intervention as a form of punishment;
- Inflict pain;
- Be afraid to back down, but do not abdicate your responsibilities;
- Use sarcasm to gain control;
- Talk, if it aggravates the situation;
- Initiate restrictive physical intervention unless you believe it is safe to do so, and you have "lawful excuse" to do so;
- Physically intervene in a way that could be viewed as sexual;
- Restrict the young person's breathing or blood supply;
- Force the young person to lose face;
- Re-enforce racial, sexual or other stereotypes;
- Release in an unplanned way or unless it is safe to do so;
- Think it is over when you let go! Be prepared.

Actions Following an Incident of Physical Intervention

As Soon as it is Practicable and Safe:

- The young person should be released in a planned, calm and controlled manner, using the Phasing Down techniques as taught.
- Stay close to and reassure the young person. Stay in control.
- Make sure nobody is injured; if there are injuries, apply first aid or seek medical advice. (If medical advice is required, contact a manager before doing so.)
- Provide support and reassurance for each other (staff and young people)
- At this early stage, listen, reassure, offer support and dispel self-blame. (This is not the time for recriminations and investigations).
- Inform colleagues and a manager (on-call manager if out of office hours).

Refer the matter to the relevant resource manager.

Whether or not there is any sign of injury, the young person must be given the opportunity to be examined by a registered nurse or an appropriate medical practitioner. A clear record must be kept of whether they accept or decline medical attention.



The manager responsible for receiving the information, in conjunction with others as necessary, will advise on the most appropriate next steps.

Monitoring of the Young Person

The young person's Individual Behaviour Support Plan must address how they will be supported, and their safety and welfare monitored, following a physical intervention, in the aftermath of the immediate de-escalation process. For example, through further discussion about their feelings, distraction with an activity, some quiet time on their own, or time to talk to a staff member of choice.

Whatever a young person's outward demeanour following a physical intervention, the experience will have been emotive in some way and, although appearing outwardly calm, they may be continuing to experience a range of feelings such as anger, rejection, loss or hopelessness.

For a young person at risk of self-harm the period following a physical intervention may be a particularly vulnerable one. The Royal College of Psychiatrists has identified that an argument with a parent or close friend is the most common trigger for a young person to commit an act of self-harm. For some of our young people, whose primary relationships may be with residential care staff, the experience of being held by these staff might also trigger an incident of self-harm.

As a minimum, visual checks after 30 minutes and 1 hour must be undertaken, and recorded.

Particular consideration should be given to how a young person will be supported following an incident of physical intervention during the evening, so that they are not left alone in their room unmonitored until the following morning. In these circumstances regular visual checks must be made throughout the night over and above those made in the immediate aftermath of the intervention. These checks must be recorded.

Exceptionally, for example if ongoing monitoring would lead to a re-escalation of the young person's behaviour, it may not be appropriate to make visual checks throughout the night. In these circumstances, the decision should where possible be agreed with their social worker in advance as part of obtaining agreement to the positive handling plan; and should always be recorded and subject to review.

Before the End of the Day at New Barn:

- Record the incident on the Hillcrest Physical Intervention Record form (compiled in a bound book for each individual young person or for the home) and complete the Clear care entry.
- Reassure the young people not involved.
- Debrief with colleagues or formally depending on seriousness of intervention
- Enter in the sanctions log.
- If appropriate, complete the Accident Book

All such decisions/actions must be recorded by staff as necessary.

Within 48 Hours

It is imperative that physical intervention reports are read through with the young person as soon as possible by the following shift – no more than 24 hours after the incident. This is normally done by a senior/team manager. However, situations can occur when this is not always possible. It is expected that in these situations, an experienced RCW should undertake this task.

The Manager Should Decide/Check:

- Has anyone sustained any injuries? If so, arrange medical attention.



- Are the appropriate records complete?
- Are there any Child Protection or Disciplinary matters which require immediate attention?
- Has the Social Worker been informed?
- Does Ofsted need to be notified?
- Does the local Social Services Duty Office need to be notified?
- Is it necessary to inform the Police?
- Do the staff or young people require any immediate support?
- Does the young person (or do the staff) wish to make any representation or complaint?
- Are there any other immediate actions which should be taken?

All such decisions/actions must be made in consultation with the registered manager or on-call manager if out of office hours.

Staff Safety

Whilst staff have a clear duty to protect young people and others, they must not do so in a way which seriously compromises their own safety and well-being.

Restrictive physical intervention should never be used if staff do not feel they can achieve a positive or successful outcome, or the degree of danger to themselves or others is unacceptable.

When faced with violence, either sudden or as the end product of a spiral of aggression, the immediate task of the worker is to ensure they and the other people do not get hurt but, if this is impossible, withdraw to safety and summon support.

In these circumstances, staff must retreat from the situation and call for assistance from a colleague or a manager or, in extreme circumstances, the Police, in accordance with local protocols.

Where staff have been assaulted and/or injured during a physical intervention, they should consult a Manager (or On-call Manager) with regards to guidance on the appropriate Police involvement.

In circumstances where staff cannot withdraw because, for example, they are cornered and they reasonably believe their physical safety to be compromised, normal priorities may have to be suspended in these cases:

- Stay as calm as possible.
- Stay confident, but do not aggravate the situation.
- Reassure the aggressor.
- Do not insist on maintaining authority; do not be afraid to lose face.
- Use verbal diffusion and distraction in order to escape the situation.
- Try to keep the aggressor at arm's length.
- If physically attacked or overpowered, shout for help.
- If necessary, protect yourself to avoid injury and to gain a few seconds.
- In these circumstances if staff feel able and if they are being assaulted, then they may overpower the attacker to gain relief, and to prevent further hurt or harm occurring.

Staff Discipline

Whilst the use of physical intervention is sometimes unavoidable to protect young people or others from harm, such action may lead to complaints and/or allegations of misconduct. Such complaints/allegations must always be thoroughly reviewed and, if necessary, investigated and may lead to child protection or disciplinary proceedings. However, staff will always be supported where they have behaved in the following way:



- By using any minimum action reasonably believed to be immediately necessary in response to a physical attack which endangers staff, children or others.
- Ensure that any response is proportionate to perceived risk.
- By acting in accordance with these guidelines.

The following may, however, be regarded as a criminal or disciplinary matter:

- Any non-accidental injuries inflicted on a young person (including emotional, physical or sexual abuse).
- Deliberately or maliciously injuring or inflicting pain on a young person.
- The use of racist or other discriminatory language.
- Initiating or provoking unnecessary conflict or confrontation.
- Bullying, intimidating or humiliating a young person.
- The use of non-permissible sanctions.