

**Outcomes
First
Group.**

Acorn Education

Options Autism

Person-Centred Neurodivergence Affirming Behaviour Policy

**HeathFarm
School**

The logo for HeathFarm School features three stylized leaves or petals in dark blue, light blue, and purple, arranged in a fan-like shape to the right of the school's name.

BEHAVIOUR POLICY

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1.0 INTRODUCTION

Heath Farm School and the Outcomes First Group (OFG) places the safety and well-being of the children and young people we educate and care for as its highest priority. We are committed to meeting their individual needs and aim to create a culture where children and young people flourish and enjoy their education. Our approach is informed by our clinical well-being strategies which are based on the most current and up to date research.

Heath Farm School and OFG schools have different identities and approaches, which are unique to them and reflect the needs of their students. The aim of this policy is to promote positive behaviour through a supportive and consistent approach that is based on an understanding of our children and young people's individual needs.

The PBS approach used at Heath Farm School does not use 'punishment' or enforce sanctions.

Apart from anything else, it is proven that punitive approaches are not effective in helping people to learn new ways of managing situations. When our support staff request or feel that a consequence needs to be put in place for a learner, we will always consider who the consequence is for and whose need does it meet?

Heath Farm School is a specialist provision which offers support for children and young people with complex needs. Heath Farm School offers a unique and stimulating environment where every student is able to make outstanding progress in their personal development and enjoy success in their education. With modern, well-resourced classroom pods, the expertise of the dedicated staff team ensures that each child can put past failures behind them in a calm and settled atmosphere. Each student is motivated through a personalised curriculum and clear targets.

Heath Farm School provides education for students of primary, secondary and Post 16 school age that are identified as having a range of special educational needs. A high number of students attend the school because of their social, emotional and behavioural difficulties. All students who attend Heath Farm School have an Education, Health and Care Plan that sets out each child's individual needs.

These plans outline the support we must make in order to meet each child's needs. In addition to this, the school undertakes a broad range of formal and informal assessments to enable us to constantly review the needs of our students and respond accordingly. We have excellent systems in place to discuss and share progress with parents and carers and this allows any issues to be discussed promptly and, where necessary, change support or plans within the school.

Class sizes are small in comparison to mainstream schools with a maximum of eight students who are supported by a tutor team of a teacher, a teaching assistant and a varying number of learning support assistants. This allows for a high level of support for learning within the classroom. The tutor team is responsible for each child's individual learning plan; personal learning and behaviour targets are set and reviewed regularly throughout the year.

The curriculum is based on the vision statement of '**A place of love, commitment and opportunity**'. Heath Farm Curriculum Model.

'**Love**' represents the unconditional love that is provided through the well-being support provided to all students resulting in them being able to overcome and manage their differing needs.

'**Commitment**' represents the commitment to providing our students with a purposeful and engaging academic curriculum resulting in them gaining relevant accreditation so that they leave with a world of opportunity at their feet.

'**Opportunity**' represents the life skills that we will develop in the students resulting in them leaving school fully prepared for adulthood and their working life.

It is key that each of these are of equal importance and in fact all support each other equally:

- a. Develop a child's well-being and you improve their chances of achieving academically. They will also develop the confidence to tackle and understand those key life skills for success.
- b. Prove to a child that they can be successful academically and you will do wonders for their well-being. They will also be better able to reflect on and develop those key life skills.
- c. Give children the skills to be successful in life and again their well-being will rise significantly. They will also grow in confidence within their academic subjects and value and appreciate the importance of academia more readily. Provision of a rich, inclusive, holistic learning environment where every learner is empowered to progress and achieve at the highest level, is fundamental to the philosophy at Heath Farm School.

The curriculum is the whole learning experience offered by the school, including therapeutic, well-being and the Heath Farm School '**Positive Behaviour Reinforcement system**' (PBRs) aspects of the school ethos.

How students learn is as important as what they learn. Students are learning all the time and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during well-being sessions and at social times. Within our established ethos and person-centered values, students will gain confidence in making positive, healthy choices and increase their knowledge and understanding of the world around them. All teachers and professionals engaged in teaching and learning activities will be partners in learning and will continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all of our learners.

The school has a neurodiversity affirming and uses a trauma informed approach, that encourages positive behaviour by proactively and flexibly supporting our students' holistic individual needs. Staff are trained to apply this approach in practice at all times and support our children and young people consistently and fairly, developing positive, respectful relationships with them.

2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with all relevant regulations and other legislation as detailed, including:

- [The Education \(Independent School Standards\) Regulations 2014](#)
- [The Independent School Standards \(Guidance for independent schools- updated April 2019\)](#)
- [Equality Act \(2010\),](#)
- [Education Act \(2011\)](#)
- [Children and Families Act 2014](#)
- [Positive environments where children can flourish, Ofsted Guidance \(2021\)](#)
- [Behaviour and Discipline in Schools DFE Guidance \(2016\)](#)
- [Behaviour in Schools A guide for Headteachers and School Staff \(September 2022\) DFE Guidance](#)

- [Use of reasonable Force – advice for school leaders, staff and governing bodies](#)
- [Keeping Children Safe in Education, statutory guidance for schools and colleges \(September 2022\)](#)
- [DFE Guidance on Searching, Screening and Confiscation \(July 2022\)](#)

The [Behaviour and Discipline in Schools Guidance \(2016\)](#) states that ‘schools need to ensure they have strong behaviour policy to support staff in managing behaviour, including the use of rewards and consequences. Behaviour policies are typically informed by Behaviourist approaches; however, we are aware that they are not successful with all individuals. This is especially true for schools with a neurodiverse population and/or those with lived experience of trauma.

[Behaviour in Schools \(2022\)](#) is clear that good behaviour in schools is central to a good education, with schools providing a calm, safe and supportive environment which students want to attend and where they can learn and thrive.

3.0 POLICY FRAMEWORK

Heath Farm School and the group is committed to reducing the use of restraint and restrictive practices and supporting preventative practices across all services and is part of the Reducing Restraint Network. The Group’s Restraint Reduction Practices Board has developed a policy supplement, *The Use of Restrictive Practices and Restraint Terms of Reference*, which must be implemented as part of this policy.

The neurodiversity affirmative approach in all our Options Autism schools is underpinned by our Ask, Accept, Develop Strategy principles. Our Acorn Schools are underpinned by our Trauma Informed Practice Strategy, drawing upon principles of Connect, Co-Regulate, Co-Reflect.

This policy should be read alongside the above strategies, guidance and other relevant School and Group policies and guidance, including :

- Safeguarding Policy
- Anti-bullying Policy
- Child-on-Child Abuse/Peer-on-Peer Abuse Policy
- Suspension and Permanent Exclusions Policy
- Self-Harm/Self-Injurious Behaviour policies
- Medication Policy
- Code of Conduct and Ethics Policy
- Managing Allegations Against Staff Procedure
- Complaints Policy
- Ask, Accept, Develop Strategy
- Trauma Informed Practice Strategy (Connect, Co-Regulate and Co-Reflect)

4.0 PURPOSE OF THIS POLICY

This policy aims to promote a move away from traditional behaviour management approaches and move towards a strength-based, person-centred, acceptance focused inclusive community where our students experience a true sense of belonging.

Heath Farm School has a very strong ethos, based on our core values of Love, Commitment and Opportunity. We have strong pastoral systems in place, and we promote self-belief and encourage aspirational personal achievements. Most students attending Heath Farm School have experienced difficulties in their previous mainstream education, resulting in fixed and sometimes permanent exclusions. Here at Heath Farm School, students can access a very high level of support to improve behaviour.

Expectations are high and students have targets set that relate to their behaviour, well-being and learning abilities. These are graded each lesson, during breaks and then monitored by the tutor teams. Students are taught to take responsibility for their behaviour and there are clear person-centered and balanced consequences if behaviour becomes detrimental to their own learning opportunities or that of other students.

<https://www.bild.org.uk/about-pbs/>

Heath Farm School's behavioural approach and Positive Behaviour Support (PBS) ethos and commitment to their students and the overall aim of PBS, is to improve the quality of a person's life and that of the people around them, by delivering the right support to help people lead a meaningful life.

The PBS approach used at Heath Farm School does not use 'punishment' or enforce sanctions.

Apart from anything else, it is proven not to be effective in helping people to learn new ways of managing situations. When our support staff request or feel that a consequence needs to be put in place for a learner, we will always consider who the consequence is for and whose need does it meet?

Fundamental to the PBS approach is the belief that all behaviour is communication and all behaviour happens for a reason. Distressed behaviour or behaviour that challenges others may be a person's only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet people's needs, enhance their quality of life and reduce the likelihood of distressed or challenging behaviour happening in the first place.

The student voice is through the active school council at Heath Farm school, which meets on a weekly basis. They annually conduct whole school student surveys, the results of which are published on the school website. Students also update and review the anti-bullying and PBRs with the Deputy headteacher, who has lead responsibility for the well-being approaches facilitated and supported throughout the school.

4.1 POLICY IMPLEMENTATION

Everyone is expected and supported to treat one another with dignity, kindness and respect. We use an 'inclusion by design' model, meaning we create school environments which are predictable and comfortable and teaching teams who are consistent whilst remaining adaptable.

This policy can be implemented alongside Individual Plans, which may identify a specific approach tailored to a student's strengths and needs. See the well-being support (WBSP) template in the appendix section.

When incidents of behavioural distress and emotional dysregulation occur, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We consider and reflect together how the likelihood of such incidents recurring can be reduced.

Empowerment, reflection, and person-centered control is a key feature of the PBRS. Students are taught the skills to recognise and modify their own internal processes and how they begin to identify their own unique connection to the set functions of their behaviour. Identifying functions of behaviour is an important factor within a complex SEND setting when targeting behavioural support, in a positive and trauma informed approach.

This theory and practice are sustained through the positive reinforcement process that is implemented and encouraged by staff, the cohorts of peers and themselves as individuals, to acknowledge that much more is gained through positive behaviour being displayed and the achievements they make. The achievements they receive are continually celebrated through the following, but not limited to:

- Day to day social praise interaction;
- Daily rewards - positive reinforcers and point schemes;
- Weekly rewards and award-giving assemblies on a termly basis.

One of the main principles of the system is to focus on the positive outcomes for the students. This is embedded through continual praise and recognition systems. Heath Farm School achieve this developmental approach through the phases that our PBRS offers when meeting and supporting the needs of our students. The cycle is a facet of the PBRS and is used to respond to behaviour(s) supporting staffs' responses in line with policy and procedure.

- Starting from an Early Intervention Phase - the identification of the '**function of behaviour**' a specific response to external and internal triggers and/or known antecedents.
- Moving to a Proactive Phase - the use of responses and logical consequences to enforce positive change to past, present and future behaviour(s) that challenge, are then targeted and supported. This process assists students with their ongoing social and emotional development and results in them being better skilled and more resilient to be able to access learning opportunities.
- Moving to a Crisis Phase - responding to a complex or severe set of behaviours in line with a completed level 2 Student Risk Assessment (PRA) through the coordination of our Senior

Leadership Team (SLT). In addition to this, each staff member's duty of care to an emergency situation is deployed and implemented to safeguard everyone.

To achieve HFS preferred standard of practice, staff need to understand and be attuned to students individualised needs and respond to behaviour within a hierarchy of response, to be able to identify set antecedents and the relating functions of behaviours, using therapeutic and neurodivergent affirming theory and practice.

5.0 OUR PHILOSOPHY

- ❖ Young people are all individual and unique and we celebrate this.
- ❖ We have an inclusive by design approach.
- ❖ We value developing strong and respectful relationships within the whole school community. This includes with young people, between staff, with parents/carers, and the wider community, such as CAMHS.
- ❖ We maintain clear boundaries and expectations to create safe and predictable environments.
- ❖ We include consultation to the student population to ensure a co-produced inclusive neurodiversity affirmative school.
- ❖ We recognise children can be distressed and can experience meltdowns or shutdowns. We also recognise that some behaviours are just part of everyone's childhood and adolescence, for example, pushing boundaries when developing independence.
- ❖ We recognise that we as a whole school community we impact on one another. Regular reflective practice enables us to understand, make sense of and support this impact positively.
- ❖ Our philosophy is never based on punishment but **focused on solutions**. Our young people are managing the best way that they know how, with the skills they currently have.
- ❖ There are times when children may become so distressed that additional measures may be required to keep them and others safe. Our staff are trained to respond appropriately and must always use the least restrictive intervention possible.
- ❖ Our teachers and school team are role models in helping our students learn more skilful ways to be happy.
- ❖ We support our students to come to school and give them the skills and experiences that learning can be rewarding not judgmental.

Our focus remains on how we learn from this dynamic relationship (between peers and adults). Intervention work post-event, as part of the repair process helps the student by giving them the opportunity to learn and relate to others around them.

At times, presentations may rupture these relationships, so as a school, we aim to help young people repair their relationships, enhancing the bonds and strengthen a young person's social and emotional ability to maintain and uphold relationships in the future.

The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human. It means experiencing emotional misconnections which feel unsettling and even shaming, and then "repairing" the relationship to a deeper level of trust and unconditional love. This

supports the '**love, commitment and opportunity**' values that are embedded and are active at Heath Farm School.

When examining each element of the Relate-Rupture-Repair cycle, we need to examine the specific skills we, as adults, can use to help support students with their interactions. We acknowledge that it's ok to get things wrong because repair happen. To define each part of the cycle.

RELATE – The time in relationship when we feel connected and attuned with one another.

RUPTURE – The times in relationships when there is or misattunement; when we don't get it right and we feel like the relationship experiences a setback.

REPAIR – Involves correcting the misunderstanding and misattunement of the rupture by trying to share understandings of intentions, feelings thoughts and actions in order to return to relationship relatedness.

Heath Farm school believes that a therapeutic approach is needed when it comes to our young people attending the provision. All staff are trained in the 'Therapeutic Approach'. In addition, all staff are trained in Thrive and practices. These work symbiotically together.

As a school, we recognise that every young person has a right to feel comfortable, safe, feel special and have their needs met. We encourage our young people to voice how they feel and what they need from us. Therefore, building relationships and connecting with our young people is really important to our school. This enables them to trust us, talk to us, and feel safe with us.

6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

Senior Leaders take responsibility for implementing measures to ensure our school's approach to supporting needs and behaviour meets the following national minimum expectation:

- ❖ We have high expectations of students. Our expectation relating to their behaviour is always understood according to their individual strengths and needs.
- ❖ School leaders visibly and consistently support all staff in supporting student need and behaviour through following this policy.
- ❖ Universal and personalised measures are in place to support our students to be the best versions of themselves.
- ❖ All members of the school community create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully.
- ❖ Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- ❖ All staff recognise that when students are calm and regulated, they are able to make progress in a supported learning environment, that has the proactive resources and interventions to engage students in all aspects of their learning opportunities.

- ❖ All members of the school community acknowledge and understand that behaviour influences behaviour and modelling the school's values and what is expected at Heath Farm School is a whole school approach, that is embedded within the provision.

6.1 KEY ROLES

The Role of School Leaders - Our school leadership team is highly visible, with leaders routinely engaging with students, parents / carers and staff on setting and maintaining the school culture and an environment where everyone feels safe and supported.

Leaders ensure that all new staff are inducted into the Group and School culture to ensure they understand its rules and routines and how best to support students to participate in creating the culture of the school. All new staff receive bespoke training as part of their induction into understanding the needs of the students through the group's Neurodiversity training modules and Trauma Informed Practice modules, and *CPI (Crisis Prevention Institute) De-escalation and Behaviour Management Training*. Ongoing training and support is also provided via the Group's Well-being and Clinical Team.

The Role of School Staff - All school staff have a responsibility to provide a safe environment in which students can learn, including regulation of their own emotions and behaviour, encouraging respect for others, and preventing all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse. Staff have an important role in developing a calm and safe environment and establishing clear expectations and boundaries. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that students can see examples of good habits and are confident to ask for help when needed.

Staff communicate school expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with students. Staff also receive clear guidance about school expectations of their own conduct, which are set out in the Group's *Code of Conduct and Ethics Policy*.

The role of students - All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student is made aware, in line with their individual capacity, of the school standards, expectations, pastoral support, and therapeutic consequence processes. Students are taught that they have a duty to contribute to the school culture and are asked about their experience of the school and provide feedback in ways that are accessible and meaningful to them. This can help support the evaluation, improvement and implementation of this policy. Every student is supported to achieve the best standards they can, including an induction and transition process that familiarises them with the school culture.

The role of parents/carers - The role of parents/carers is crucial in helping the school to develop and maintain our culture and approach. Including parents and carers within the whole school community is key to ensure comprehensive support around the young person. Parents/carers are encouraged to get to know the school's Behaviour Policy and related policies and, where possible, take part in the life

of the school and its culture. Parents/carers should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has any concerns, they should raise this directly with the school while continuing to work in partnership with them.

We build and maintain positive relationships with parents/carers, by keeping them updated about their child, encouraging them to celebrate successes, or holding sessions for parents/carers to help them support the consistency of the policy and their child's needs. Where appropriate, parents/carers should be included in pastoral work, including attending reviews of specific interventions in place.

Clinical and Well-Being Approaches - The overarching wellbeing approach throughout the Group is embedded by delivering care, education and clinical provisions that meet a young person's needs, informed by current wellbeing research theory and evidence. The Clinical Well-Being Team is multi-disciplined, and includes psychology/psychotherapy, speech and language therapy and occupational therapy. The Team provides training, consultation, individual therapy, group sessions and facilitate reflective practice for staff teams.

Focus on relationships – Positive and meaningful relationships throughout the whole school community are essential to fostering a healthy environment for all. Empathy, trust and consistency are all important in building relationships. For various reasons, children can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child relationship. There is an expectation that we are kind to one another and help to lead and drive high standards of culture and positive behaviour across Heath Farm School to benefit young people.

Individual needs – We celebrate difference and make reasonable adjustments to enable children to access learning and engaging to the best of their ability. This approach is informed by formal assessments (e.g., Educational/Clinical Psychologist), EHCP's, Clinical-Wellbeing Assessments and Plans and getting to know our young people – their likes, dislikes, and how to help them reach their potential. As far as possible, we use a proactive approach to anticipate likely triggers of behaviour.

7.0 CREATING AN INCLUSIVE COMMUNITY

- **Clear expectations and consistent boundaries:** We clearly communicate our expectations through speech, visuals and modelling so all staff and students (in line with their ability) are aware of the expectations and boundaries appropriate to their strengths and needs.
- **The Curriculum:** Our behaviour curriculum is part of our Personal, Social, Health and Citizenship / Sex and Relationships curriculums.
- **Routines:** Routines and structure are integral to the school day. For example teachers ensure all lessons start on time, with clear definition of classes having a beginning, middle and ending.
- **Environment:** We create calm, welcoming and clean spaces, taking into account the sensory sensitivities of our population.

- **Communication:** We use a total communication approach which aligns with the communication strengths and needs of our population.
- **Emotional Understanding:** Many of our students may experience more intense emotional responses and/or struggle to process, share, express their emotions. We support our students to develop skills to understand and manage their emotions and behaviour through the use of models, such as, the *Zones of Regulation*. This helps supports a shared language approach within the whole school community.
- **Rewards and Recognition** – We recognise and celebrate effort not just achievement and we have eliminated unfair school incentives, such as attendance awards. Examples of our rewards and reinforcements include praise, green cards, days out, unexpected rewards, golden time, termly certificates and platinum awards. Achievements will be shared with the wider community, such as parents/carers. Rewards are never taken away from a student once they have been earned for the intention of providing a consequence. The use of food as rewards will not be relied upon.
- **What we don't support** – this list is inclusive of, but not exhaustive – Heath Farm School and the group does not support talking about children in front of them or others, shouting at one another, swearing, and disrespectful language.

8.0 PRESCRIBED MEDICATION - Staff must be familiar with the Medication Policy for schools

Children and young people within our settings may take prescribed medication. We will work in collaboration with the prescribing professional and those supporting the young person to ensure their needs are well supported, in line with our legal responsibilities. We will support and monitor the impact of this medication. Attendance at school is not dependent on a student taking their medication. We will also support young people in their informed consent around medication.

9.0 RESPONDING TO DISTRESS AND NEED

There are times when our students become distressed and may require other sources of support. When a member of school staff becomes aware they respond empathically, predictably, promptly and clearly in line with this policy.

The first priority will be to establish the physical and emotional safety of students and staff and to restore a calm environment. Keeping students safe is always the highest priority for all staff.

We will also consider whether the behaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Staff must be familiar with, and follow, the school's Safeguarding Policy. All concerns, no matter how small, that a child is being harmed or is at risk of harm must be reported to the school's Designated Safeguarding Lead (DSL) or Deputy.

The school has the responsibility to respond to student's behaviour outside of the school premises (including online) to such an extent as is reasonable.

The school adopts a range of initial intervention strategies to help students support their emotional regulation and behaviour.

10.0 NATURAL AND LOGICAL CONSEQUENCES

Positive reinforcement combined with natural and logical consequences are important and necessary to support our whole school culture.

All children require boundaries and consequences that are fair, predictable and understandable. Children are encouraged to be a part of devising these.

Natural Consequences occur without the intervention of an adult. For example, a young person might throw a favoured object when they are feeling angry which might then break and therefore cannot be used.

Logical consequences are adult-led and are linked to the event, and when a natural consequence may not occur or may be a safety hazard. For example, *if a student is jumping on a sofa in the classroom*, instead of allowing a "natural" consequence in this scenario (fall with a head bump, loose tooth, or broken toe), we offer a logical consequence instead by saying: "we can sit on the couch. It is a place to relax and stretch out. Can you stretch on the couch? If you want to bounce, let's go outside". Another example might be a young person removing their seatbelt during a car journey – a logical consequence to ensure safety may be to avoid car journeys whilst a plan to ensure seatbelts are worn is in place.

Natural and Logical Consequences will be communicated to the young person in an empathic and collaborative way, never in a shaming way.

Our school does not use punitive consequences or sanctions, for example detention or removal of privileges.

11.0 DE-ESCALATION

De-escalation techniques are our primary responsive strategies, these include:

- our staff teams will use a calm approach with neutral body language.
- our staff teams will use minimal verbal interactions during de-escalation.
- we will use positive framing language ("kind hands" rather than "stop hitting")
- we will use planned and proactive positive distraction (for example talk about the young person's passion)
- we will divert the young person to a different, preferred activity or experience.

- change their environment (for example allowing a young person to access a calm room or outdoor safe space)
- we will encourage the young person to engage in a preferred sensory activity.
- changes to the team supporting the young person.
- use of space and allowing the young person to move and run, perhaps complete a sensory circuit.
- using visual supports to support the young person to process and understand.
- any unique strategies that the young person themselves has requested as part of their consultation to their individualised plan that aligns with the Ask, Accept, Develop Strategy.

We do not use:

- planned ignoring.
- asking a student why they are behaving in a certain way.
- any shame based approach.
- any language which could be interpreted as threatening, e.g., 'last chance.'

12.0 THE USE OF RESTRICTIVE PHYSICAL INTERVENTION

We are aware that restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who educate for them.

Restraint is only ever used as a last resort response to maximise safety and minimise harm of the child/young person and others.

A reasonable, proportionate and least restrictive course of action is taken when there is an imminent or immediate risk of harm to self or others.

It will always be used for the shortest time possible and only when there is no other alternative to help children and staff to stay safe. Staff are fully trained using CPI and work in line with the Group's *Use of Restrictive Practices and Restraint Terms of Reference*.

Where possible we consult with all students about their de-escalation plans to ensure their voice is heard and understood in relation to their triggers and how they want their staff team to respond.

13.0 SEARCHING, SCREENING AND CONFISCATION

School staff can confiscate, retain or dispose of a student's property in line with the [DFE Guidance on Searching, Screening and Confiscation](#) Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Items which contribute to the student's wellbeing, neurodivergence and sense of safety (for example fidget toys) will never be removed unless there is a risk of significant harm.

14.0 REMOVAL FROM CLASSROOM

Removal from a classroom is only ever considered when the safety and well-being of the individual, classmates and teaching staff are at risk. The student will continue to be supervised at a level appropriate to their emotional and intellectual needs.

The Headteacher maintains strategic oversight of any removals, makes sure the reasons that may lead to students being removed are transparent and known to all staff and students, that removal is for the shortest time possible, in an appropriate place that is resourced to learn and refocus, supervised by trained staff, with a clear process for reintegration of the student into the classroom as soon as it is appropriate and safe to do so. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

15.0 SUSPENSION AND PERMANENT EXCLUSIONS

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school adaptations and support.

This will also be seen as a very last resort, as removing a student from school as an environment with trusted adults is rarely likely to be in a student's best interests. We also recognise the impact this might have on a young person and/or parent/carers and will work to support the young person and their family/carers. Please refer to the *Suspension and Permanent Exclusion Policy* for more information.

16.0 DE-BRIEFING

It is good practice to provide a space for young people to de-brief following a significant incident and to support relationship reparation. This needs to be at a time that is appropriate and timely and when everyone is ready. We can use visual and narrative techniques to support and promote learning during any student de-brief. It is recognised that some neurodivergent students will struggle to reflect as they may not recall memories during a meltdown and therefore, we ensure all de-briefs occur in the student's best interest.

16.1 COLLEAGUE WELL BEING

It is recognised that managing complex needs can be incredibly stressful for individuals and for teams. Supporting colleagues after an incident and/or challenging day occurs in a non-judgemental and

empathic safe space. Post incident de-briefs are mandatory.

17.0 RECORDING AND REPORTING

The school has a strong and effective system for data capture, including all components of the behaviour culture (Sleuth. This is monitored and objectively analysed regularly by designated staff, with a monitoring and evaluation cycle, with engagement from school leaders and governors. This includes, behaviour incident data, attendance, permanent exclusion and suspension data, incidents of searching, screening and confiscation, and surveys for staff, students, governors, proprietors and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse and audit data with an objective lens and from multiple perspectives: at school level, group level and individual staff and student level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice help the school ensure that it is meeting its duties under the *Equality Act 2010*.

Reporting to outside agencies: Behaviours presented by the young people which are dangerous or criminally harmful will require reporting to outside agencies, such as the police. If concerns are raised about staff, referral to outside agency may be required, such as the Local Authority or police. Staff must follow the process set out in *School Safeguarding Policy* and *Managing Allegations Against Staff Procedure*.

18.0 ANTI BULLYING

Children may lack the social skills required to manage relationships, and/or they may not have learnt a way of managing relationships through appropriate role modelling. Staff will remain vigilant to signs of bullying, which could be obvious or subtle, in person or online, and will be dealt with according to the School's *Anti-Bullying Policy*.

19.0 CHILD-ON-CHILD ABUSE and SEXUAL HARRASSMENT

Please refer to the Child-on-child Abuse Policy

Following any report or concerns raised of child-on-child abuse or sexual harassment offline or online, the school will follow the *Child-on-Child Abuse Policy* and notify the Designated Safeguarding Lead (DSL) or Deputy immediately. They should also inform their Clinical Well-being Lead. The school is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that incidents where behaviour falls below expectations will be addressed. All staff are aware of the importance of challenging all inappropriate language and behaviour between students. The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or

an expected part of growing up. We advocate strenuously for high standards of conduct between students and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

20.0 ONLINE INCIDENTS - Please also see the Staying Safe Online Policy

The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The school is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, and the process set out in the *Safeguarding Policy* for reporting must be followed when an incident raises a safeguarding concern. The Designated Safeguarding Lead or Deputy must be informed immediately.

The school will address with students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the running of / reputation of the school.

Please also see the school's Mobile & Smart Technology Policy

21.0 SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the school will ensure any further action they take does not interfere with any police action taken. However, the school retains the discretion to continue investigations and implement their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to the Local Authority. The School's Safeguarding Policy must be followed, with the Designated Safeguarding Lead

(or deputy) being informed immediately.

22.0 COMPLAINTS

Any complaint or concern raised by a young person will be taken very seriously, and staff will be vigilant to obvious and subtle signs of this. A complaint will be dealt within in accordance with the Complaints Policy.

Heath Farm School's complaints procedure, as required by law in paragraph 33 [Part 7 of the Independent School Standards) and the number of complaints registered under the formal procedure during the preceding school year will be made available on the school's website.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.