



Affinity 2020 CIC Person Centred Behaviour Policy

Document Title	Person Centred Behaviour Policy
Type of Document	Corporate
Brief summary of contents	Clear Guidance for staff and external professionals Responsibility of individuals Responsibility of parties
SLT Member responsible for policy	Director of Inclusion
Date Written	1 st December 2024
Date Revised	
This document replaces	Student behaviour/ conduct policy
Approval Route	Directors (virtual approval)
Contact email	Barbara@affinity2020cic.co.uk
Publication location	Affinity website
Date of final approval	17 th January 2025
Date policy became live	17 th January 2025
Review period	Annual
Related documents	Staff code of conduct Suspension & Permanent Exclusion
Key Words	Conduct
Training needs of staff	All Staff

1.0 INTRODUCTION

Affinity 2020 CIC 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 succeed in their education, employment and training. Our approach is informed by our educational wellbeing strategies which are based on the most current and up to date research.

Our provisions 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 preparing for societal norms to be inherent, as our young people move to adulthood. We will achieve this by creating a supportive and consistent approach that is based on an understanding of our children's and young people's individual needs.

The provision has a trauma informed, needs-led approach that encourages positive behaviour by proactively recognising and flexibly supporting our pupils' 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 Head Teachers 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 \(2016\) guidance](#) states that 'schools' need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'. Behaviour policies are typically informed by Behaviourist approaches; however we are aware that punitive approaches to behaviour management in our provisions are damaging to children's mental health and academic/holistic success rates for children and young people with complex needs. This is especially true at Affinity 2020 CIC as our students have experienced significant trauma and also have complex needs. All our children and young people have had to seek alternative education outside of a mainstream setting, Affinity will therefore will not use the same behaviorist methods, which have led to the need for alternative educational. *Albert Einstein "Insanity is doing the same thing over and over again and expecting different results"*.

[Behaviour in schools \(2022\) guidance](#) is clear that good behaviour in schools is central to a good education, with schools providing a calm, safe and supportive environment which pupils want to attend and where they can learn and thrive. Whilst we are a specialist special educational needs provision, who places the holistic needs of our children and young people first, we will also embrace national guidance.

3.0 POLICY FRAMEWORK

Affinity 2020 CIC is committed to reducing the use of restraint and restrictive practices and supporting preventative practices across all services.

Our provisions are underpinned by our needs-led and Trauma Informed Practice Strategy, drawing upon evidence-based core principles of **Connect, Co-Regulate, Co-Reflect**.

This policy should be read alongside the above strategies, guidance and other relevant provision 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
- Trauma Informed Practice Strategy (Connect, Co-Regulate and Co-Reflect)
- Ask, Accept, Develop (Autism/ADHD Strategy) where appropriate

4.0 PURPOSE OF THIS POLICY

The policy aims to reflect and demonstrate the importance of the provisions commitment to promoting the entitlement of young people to the highest quality of education. This policy aims to support an evidence based, person-centred and inclusive approach where children and young people are supported to learn effective ways of managing their emotions and behaviour to prepare for their adult futures.

4.1 POLICY IMPLEMENTATION

Everyone is expected and supported to treat one another with dignity, care for each other and respect each other's individual journeys. We use an 'inclusive provisions by design' model, meaning we create provision environments which are predictable and comfortable. (Inclusive provision by design goes beyond a one-size-fits-all model and considers addressing any barriers that might deny anyone the ability to fully participate in a good education)

This policy can be implemented alongside Individual Plans EHCP Plans, which may identify a specific approach tailored to a child or young person's strengths and needs.

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. All Affinity provisions take part in group supervision once a week, through the academic year, where the staff body reflect together, and use the expertise as a staff body to find pathways forward together. This method is to ensure the exclusionary process, and rejection based strategies are avoided.

5.0 OUR PHILOSOPHY

Children and young people are all individual and unique and we celebrate and embrace this.

- We value developing strong and respectful relationships within the whole provision. This includes children, young people, between staff, with parents/carers, and the wider community, such as social care.
- We maintain clear boundaries and expectations to create safe and predictable environments.
- We regularly consult with children and young people to ensure their voices are heard. This occurs via our key worker process, and regular consultations.
- We recognise children and young people 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 are respectful of this.
- We recognise that as a provision we impact 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, solving problems without young people using "I do, we do, you do". Our young people are managing the best way that they know how, with the skills they currently have.
- There are times when children and young people 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. Support and care are always our principal practice in times when our children and young people become distressed.
- Our teachers and provision team are role models in helping our children and young people learn more skillful ways to experience success, as they move towards adulthood. We are mindful that the adult brain is not fully developed until 25 years old, therefore this is core to our practice, and the steps we take. Stage not age.
- As a provision, we will always place the rights of the child and young person at the centre of our work. Should external factors cause our young people distress, we will also sign-post our young people to services that could support them if the expertise needed is outside of our knowledge. Examples, local/national advocates, Coram Voice, Become, and other national organisations like Help at Hand with expertise in the areas that are causing this external distress.

6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

All staff take responsibility for implementing measures to ensure our provisions approach to supporting needs and behaviour meeting the following national minimum expectation:

- ❖ We have high expectations of children and young people. Our expectation relating to their behavior is always understood according to their individual strengths and needs.
- ❖ School leaders visibly and consistently support all staff in supporting pupils' needs and behaviour through following this policy.
- ❖ Universal and personalised measures are in place to support our pupils to be the best versions of themselves.
- ❖ All members of the provision create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
- ❖ Any incidents of bullying, sexual violence and harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. We use methods that help children and young people to understand societal norms, and the rule of law in the UK. It is important to us that the line of sight to adulthood is always paramount, so children and young people understand societal expectations around behavior. This practice also ensures a depersonalised approach, where inappropriate behaviour is addressed within the context of societal norms, and not directed as a fault with the child or young person.

6.1 KEY ROLES

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

Leaders ensure that all new staff are inducted into the provisions culture to ensure they understand its rules and routines and how best to support children and young people to participate in creating the culture of the provision. All new staff receive bespoke training as part of their induction into understanding the needs of our children and young people through the Trauma Informed Practice modules and Neurodiversity training modules as appropriate. *De-escalation and Behaviour Management Training is bespoke to the new member of staffs experience* . Ongoing training and support is also provided via the provisions professional development arrangements.

The Role of School Staff - All provision staff have a responsibility to provide a safe environment in which children and young people 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-provision approach to behaviour by teaching and modelling expected behaviour and positive relationships so that children and young people can see examples of good habits and are confident to ask for help when needed.

Staff communicate provisions expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with children and young people. Staff also receive clear guidance about provision expectations of their own conduct, which are set out in the *Code of Conduct Policy*.

The role of children and young people - All children and young people deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, all children and young people are made aware, in line with their individual capacity, of the provision standards, expectations, holistic support, and therapeutic consequence processes. Children and young people are taught that they have a duty to contribute to the provision culture and are asked about their experience of the provision 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 child and young people is supported to achieve the best standards they can, including an induction and transition process that familiarises them with the provision culture.

The role of parents/carers - The role of parents/carers/social workers and personal advisors is crucial in helping the

provision to develop and maintain our culture and approach. Including parents/carers/social workers and personal advise within the whole provision community is key to ensure comprehensive support around the young person. Parents/carers/social workers and personal advisors are encouraged to get to know the provision's Behaviour Policy and related policies and, where possible, take part in the life of the provision and its culture.

Parents/carers/social workers and personal advisors should be encouraged to reinforce the policy at home as appropriate. Where a parents/carers/social workers and personal advisors has any concerns, they should raise this directly with the provision while continuing to work in partnership with them.

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

Well-Being Approaches and Partnerships - The overarching wellbeing approach throughout Affinity is embedded by delivering care, education and clinical provisions that meet a young person's needs, informed by current wellbeing research theory and evidence. Our private and public partners are multi-disciplined, and includes psychology/psychotherapy, and educational psychology. Our partners provide training, consultation, individual therapy, group sessions and facilitate reflective practice for staff teams.

Focus on relationships – Positive and meaningful relationships throughout the whole provision are essential to fostering a healthy environment for all. Empathy, trust and consistency are all important in building relationships. For various reasons, children and young people can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child/young person relationships. 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 the provisions to benefit young people.

Individual needs – We celebrate differences and make reasonable adjustments to enable children and young people 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 Assessments and Plans and getting to know our children and 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. This also includes helping external professionals to understand the above, and how our children and young people work best with professionals. Example – letters of communication on blue paper, reduction in oral instructions, visual resources to support cognitive load when moving to adulthood and learning new skills.

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 children and young people (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, staff will ensure that pupils receive a timetable for their learning and daily activities.
- **Environment:** We create calm, welcoming and clean spaces, taking into account the sensory sensitivities and needs 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 children and young people may experience more intense emotional responses and/or struggle to process, share, express their emotions. We support our children and young people to develop skills to understand and manage their emotions and behaviour through the use of models, such as, the Affinity's version of "*Zones of Regulation*" by naming how we feel, understanding how this make our body feel, and strategies to move forward and feel safe. This helps supports a shared language approach within the

provision.

- **Rewards and Recognition** – We recognise and celebrate effort as well as achievement. Examples of our rewards and reinforcements include praise, ‘value student of the month (young people who are using Affinity’s core values),’ certificates, days out, unexpected rewards, ability to join our “Chores” process to earn vouchers. Efforts and achievements will be shared with the wider community, such as parents/carers/social workers and personal advisors. Rewards are never taken away from a pupil once they have been earned for the intention of providing a sanction. We also embrace collaborations with our young people and virtual schools, our young people are integral to how their Personal Educational Payment (PEP is used to support their learning). For our post 18 young people, we continue the process but move to a bursary process, where if 96% attendance is achieved, young people’s bursary is claimed. We use the bursary threshold of 96% inline with employers Bradford Scales of attendance, to support young people in understanding employment attendance expectations.
- **What we do not support** – this list is inclusive of, but not exhaustive – the provision 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 the provision is not dependent on children and young people 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 children and young people become distressed and may require other sources of support. When a member of provision 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 children and young people and staff and to restore a calm environment. Keeping children and young people safe is always the highest priority for all staff.

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

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

The provision adopts a range of initial intervention strategies to help pupils support their emotional regulation and behaviour. It is our hope that parents, carers, social workers and personal advisors are supportive of our methods and work in partnership with us, in avoiding punitive measures, or criminalising children and young people.

10.0 NATURAL AND LOGICAL CONSEQUENCES

A non-punitive and no sanctions-based approach is embraced at Affinity. Positive reinforcement combined with natural and logical consequences support a positive and whole provision culture.

All children and young people require boundaries and consequences that are fair, predictable and understandable. Children and young people 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/possession when they are feeling angry which might then break and therefore cannot be used. Shame is also considered a natural consequence, and young people will require support with this.

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 young person removes 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 provision does not use punitive sanctions, for example detention, removal of privileges, continuing with a consequence at home after the incident at the provision. These can promote a sense of shame, are often not linked to the behaviour and therefore do not encourage our children and young people to learn what to do instead. The consequence must always be linked to the behaviour to provide a learning opportunity.

Repairing relationships (a restorative approach) is a key part of natural and logical consequences and it is the staff's responsibility to approach this repair if it is difficult for the young person.

11.0 DE-ESCALATION

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

- positive framing
- planned positive distraction
- diverting
- change of the environment
- changes to the team around the child
- use of space
- verbal and or visual support.

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. The current DFE guidance is not statutory, and we aim to never use restraint of any kind.

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

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.

13.0 SEARCHING, SCREENING AND CONFISCATION

School staff can confiscate, retain or dispose of a children's and young people'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 pupil'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. A dynamic risk assessment must be taken at that time.

Children and young people will continue to be supervised at a level appropriate to their emotional and intellectual needs and will be integrated back into the classroom as soon as it is safe and appropriate to do so.

Staff will reflect on and review the action that was taken.

15.0 SUSPENSION AND PERMANENT EXCLUSIONS

All children and young people are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The CEO can use suspension (time out) and permanent exclusion (removal of place) in response to serious incidents or in response to persistent poor behaviour which has not improved following in-provision adaptations and support. Affinity will always take into consideration the external support from children and young people services, and if the behaviour is in direct response to distress that is occurring due to placements, therapy, or other such barriers which are not directly related to the provision of

education.

This will also be seen as a very last resort, as removing a child or young person from the provision as an environment with trusted adults is rarely likely to be in a pupil's best interests. We also recognise the impact this might have on and 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 children and 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 pupil's de-brief. It is recognised that some neurodivergent pupils will struggle to reflect as they may not recall memories during a meltdown and therefore, we ensure all de-briefs occur in the pupil's best interest. Staff are also supported to de-brief and a joint de-brief may be appropriate to support the repair of a relationship. The emphasis is on the adults/staff approaching this repair with the child and young person, acknowledging that this is about repairing the relationship, not to focus on the behaviour.

16.1 COLLEAGUE WELL BEING

It is recognised that managing complex needs can be stressful for individuals and for teams, and at Affinity we aim to create a positive and trauma informed whole provision culture. Our Trauma Informed Practice strategy supports individuals to be aware of and also manage their own well-being. Provision support colleagues after an incident and/or challenging day in a non-judgmental and empathic safe space and post incident de-briefs are mandatory. Teams are also supported with regular reflective practice groups to enable them to process the impact of the work. The CEO is supervision qualified and offers group supervision every week at a designated time, with individual supervision around complex cases. In some cases, staff will be offered one to one supervision with the director at Affinity who is a qualified social worker and team leader. This not only supports wellbeing but acts as CPD around the care and leaving care statutory support systems.

17.0 RECORDING AND REPORTING

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

Provision leaders and staff analyse and audit data with an objective lens and from multiple perspectives: at provision level, group level and individual staff, including child and young people 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 provisions 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 *Safeguarding Policy* and *Managing Allegations Against Staff Procedure*.

18.0 ANTI BULLYING

Children and young people 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 provisions *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 provision will follow the *Child-on-Child Abuse Policy* and notify the Designated Safeguarding Lead (DSL) or Deputy immediately. The provision 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 pupils.

The provision 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 pupils 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 provision 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 pupils relate to one another online can have a significant impact on the culture at provision. Negative interactions online can damage the provision's culture and can lead to the provision 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 provision premises. The provision 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 care, 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 provision will address pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the running of / reputation of the provision.

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

21.0 SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff suspects criminal behaviour, the provision 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 provision will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the provision will ensure any further action they take does not interfere with any police action taken. However, the provision 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 a report to the Local Authority in tandem. 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 with in accordance with the Complaints Policy.

APPENDIX 1

Overview of approach and pathway

Specialist

External agency referrals, inc social care/police
Multi- agency working
LA consultations including Emergency EHCP reviews.
Intensive support, including parent/carer/social worker liaison.
External consultation with wellbeing professional partners

Individualised Plan

Action plans
Fixed term exclusions
Intensive support, including parent/carer/social worker liaison.
Planned Intensive support, including parent/carer/social worker.
Therapy referrals/consultations with safeguarding corporate parents (Police/NHS/Social Care)

Responsive

Space and movement breaks
Restorative discussions
De-escalation strategies
Reflection
parent/carer/social worker liaison/meetings

Preventable

High quality teaching
Reward systems
Meaningful positive evidence-based praise.
Clear boundaries/expectations
Supportive conversations
Reliable routines
Personalised educational provision
Positive interactions