



Behaviour Policy

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Behaviour at Red Gates

Introduction

At Red Gates School we maintain a safe and secure learning environment and aim to create an atmosphere promoting effective communication to allow each pupil to reach their full potential. By acknowledging that a pupil's behaviour serves to communicate their needs, desires and wishes, we seek to understand behaviour in this context.

Behaviours of concern, or challenging behaviours, can be defined as a behaviour that is 'of such an intensity, frequency or duration as to threaten the quality of life / physical safety of the person or others, and is likely to lead to responses that are restrictive, aversive or result in exclusion' (Royal College of Psychiatrists, 2007). This definition allows us to produce thresholds for reporting and monitoring such behaviours.

At Red Gates, we investigate and analyse behaviour using the PROACT-SCIPr-UK® framework. (See page 4 for further information).

Red Gates has a dedicated behaviour team which are all certified as PROACT-SCIPr-UK® instructors. The team is comprised of a Behaviour and Learning Support Practitioner and Behaviour Support Assistant who are non-classed based. The behaviour team is committed to identifying the functions of a pupil's behaviour, understanding the contexts that influence behaviour (setting events, triggers) and identifying early warning signs and appropriate de-escalation methods. The behaviour team is responsible for the training and monitoring of all school staff in PROACT-SCIPr-UK® and behaviour support intervention.

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'

- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

Leadership and Management

The school leadership team is highly visible around school and available to support where behaviours of concern arise. The leadership team alongside the behaviour team routinely engage with pupils, parents and staff around setting and maintaining a positive approach to behaviour support and helping create an environment where everyone feels safe and supported.

Expectations around Behaviour management are clearly communicated to staff both through their induction training and regular refresher training across the year as outlined in the policy below.

A Proactive Approach: Positive Behaviour Support

Staff at Red Gates adopt a positive and proactive approach to supporting and improving behaviour. The school works in partnership with parents/carers, multi-disciplinary health professionals and other external agencies. All pupils, visitors and staff should treat one another with dignity, kindness and respect. A reflective approach to behaviour support is encouraged with regular adjustments being made to pupil support as their needs change.

PROACT-SCIPr-UK

PROACT-SCIPR-UK® stands for Positive Range of Options to Avoid Crisis and use Therapy – Strategies for Crisis Intervention and Prevention. This framework ensures that interventions are devised in a person-centred way, specific to the meaning of each specific behaviour. The system was first developed in New York and has been revised by the Loddon School and is now nationally recognised and implemented throughout the UK. It is specifically promoted and accredited by the British Institute of Learning Disabilities (BILD) and the Restraint Reduction Network (RRN).

PROACT-SCIPr-UK® emphasises proactive and preventative strategies which integrates entirely with the individualised person-centred planning and visual communication advocated by Red Gates. Staff are expected to tailor the environment, language and communication, and learning resources in an attempt to prevent challenging behaviour or a pupil reaching a behavioural crisis. Should a crisis occur, Red Gates staff should only use PROACT-SCIPr-UK® physical intervention techniques. The behaviour team are trained Instructors and they train all other teachers, teaching assistants, lunch-time support assistants, long term agency staff and caretakers in several core common techniques. More specialist interventions are taught to some staff where we look at the needs of an

individual pupil or class, these interventions are pupil specific and may not be transferred for use with other pupils.

Environment

The school environment is a key starting point to enable staff to anticipate pupil's needs and where pupils can learn and explore at their own pace. Staff are expected to make use of strategic areas of the school to promote positive behaviour, such as chill-out rooms, outside learning environments and sensory spaces. In addition, each classroom has its own outside area to use as and when needed. Where necessary, pupils can work to tailored timetables to enable them to access as much learning as possible. This may include taking lessons out of the usual classroom context. Each teacher will adapt the learning environment of their class to the needs of their students, and in line with agreed norms for their pathway.

Communication

As effective communication can have a positive impact on behaviour, staff should use a total communication approach including strategies such as: objects of reference, Makaton signing, symbols and photos. These all help pupils to learn and predict what will happen next and what is expected of them. All staff will be aware through training of these communication methods and standardised systems are used throughout the school.

Sensory Needs

Sensory strategies are incorporated as necessary to meet pupil's needs. These may be discussed with an Occupational Therapist and can include but are not limited to;

- Use of sensory trays to promote engagement in learning
- Use of sensory areas to help support with overstimulation and co-regulation
- Use of sensory toys, fidgets or chewies
- Regular movement breaks or prescribed sensory diets to help sensory regulation.

Staff are expected to take each pupils sensory needs into account when planning to avoid crisis.

PSHE, the Interoceptive Curriculum and Zones of Regulation

At Red Gates we recognise that many of our pupils struggle with understanding their own emotions as well as recognising emotions in others. This can lead to difficulties in regulating their responses to what they are feeling. Within the PSHE curriculum we explicitly teach emotional regulation through the use of the Interoceptive Curriculum and Zone's of Regulation curriculum.

Pupils learn to recognise their body signals and emotions and then through co-regulation are taught calming techniques. Strategies that support pupils in calming are tailored for their individual needs in a 'toolbox' which is used alongside Zone's of Regulation to support emotional regulation.

All classrooms have a calming circle area within class to help promote co-regulation within the classroom environment.

Child on Child Abuse

At Red Gates we recognise that pupils do not have the cognitive understanding to bully peers or staff. However, it is recognised that pupils may exhibit targeted behaviour which could result in similar outcomes to child on child abuse. In these instances appropriate support measures will be put in place and detailed in individual risk assessments and behaviour documents. Incidents are reported on CPOMS to ensure staff can monitor and identify patterns and action accordingly. See the Safeguarding and Child Protection Policy for further information.

Celebrating Positive Behaviour

At Red Gates, we believe in celebrating and rewarding positive behaviour at every opportunity. We do this in a number of ways; social praise from staff; writing to parents/carers in the home/school books; giving stickers or motivating items out to the child in class; and by the annual 'Celebration of Achievements' ceremony. By celebrating positive behaviour, we set behavioural expectations of our pupils, and teach them that positive behaviour gets rewarded.

Multi-Disciplinary Team

In consultation with parents/carers, a member of the broader multi-disciplinary team (MDT) at Red Gates, (e.g. clinical or educational psychologist or Speech and Language Therapist), may work alongside the behaviour team and with the family to devise strategies to support the child at home. Occupational Therapists work with the class teacher to devise appropriate sensory strategies for each child on an individual basis.

These collaborative proactive approaches help ensure that early and preventative intervention is the standard for behaviour management. We aim to reduce the occurrence of challenging behaviours and ensure that the use of physical force is rare and last resort only.

Parents / Carers Involvement

We recognise that parents and carers are the best source of knowledge about their children. Therefore, staff are open and transparent with parents/carers in regards to their child's behaviour at school, and seek their input at every available opportunity.

When there are incidents or changes to their child's behaviour, parents/carers are informed through phone calls made by the class teacher, notes written in the home school book, email, or face-to face discussions. Parents/carers are invited to discuss their child's behaviour, whether positive or negative, and to put forward ideas, concerns or strategies relevant to their child. Discussions and input will be facilitated at Personalised Plan (PP) meetings, annual reviews, phone calls, or meetings set up specifically with the behaviour team. The behaviour practitioner can also visit the home to observe behaviour and support families where necessary.

It is important to emphasize that we value and listen to the advice and ideas that the Parents/Carers want to share. We welcome parent/carer contributions to all behaviour support documents as detailed in the Behaviour Documents section of this

policy.

Functional Assessments

When a pupil's behaviour becomes challenging, a functional assessment may be undertaken by the behaviour team if staff are unable to figure out the function of a pupil's behaviour and/or needs additional support to devise and implement strategies for certain behaviours of concern.

The behaviour team will support the class team in completing a functional analysis through the use of recording, observations and analysis of data. They will then use this information to help devise appropriate strategies to meet the need of the identified function of behaviour. These strategies are discussed with the class teams and parents where possible. The result of the functional assessments will inform the Behaviour Support Plans (BSP), Behaviour Support Needs (BSN) or Behaviour Support Considerations (BSC) documents.

Behaviour Support Documents

Every pupil has some form of behaviour support document as we recognize that all pupils require a personalised approach in helping to meet their needs and reduce the need for pupils to communicate distress through challenging behaviours. Pupil's individual risk assessments and incident recording data help staff to determine which document will be appropriate to meet their individual needs.

The majority of pupils have a Behaviour Support Considerations (BSC) document which is a single sided document which outlines the Proactive Environmental, Skills Teaching and Direct Interventions required to support pupils. These sections ensure that all staff working with pupils use constant strategies to meet their needs.

Both BSPs and BSNs are a double-sided, single page document and serve to provide consistent strategies and act as guidance on how to deal with the identified behaviour/s or the behaviours which are causing concern. BSPs and BSNs set out the action taken to:

- Clearly identify the message that pupils are trying to convey through their behaviours
- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur.
- Ensure adequate recovery from a crisis and return to lessons.

Behaviour support needs (BSN) documents will be implemented for pupils who need specific behaviour support to ensure consistency, but whose behaviours don't have as severe consequences as those with a BSP. Examples of this include behaviours that impact the teaching and learning of the pupil or others, (e.g. frequent disrobing, low to mid-level disruptions). BSN documents include the Proactive strategies as found on the BSC document (Environmental, Skills Teaching and Direct Interventions) and introduce Active strategies which may be required to help a pupil when they are dysregulated.

Behaviour Policy



Behaviour Support Plans (BSP) will be implemented for:

- Behaviours which may put the pupil, their peers or adults at risk of serious injury, (e.g. biting which breaks the skin, hitting with full force, strangulation).
- Behaviours which may result in restrictive practices being used (time away from lessons/peers or physical intervention).
- A behaviour that poses significant health and safety risks and that need consistent management strategies (e.g. absconding or smearing of faeces).

A functional analysis must be undertaken prior to a pupil being moved onto a Behaviour Support Plan.

Behaviour Support Plans should be formally written in accordance with school procedures and set out the action to be taken using the following headings:

- Aim.
- Setting Event(s).
- Trigger(s).
- Message/Function(s).
- What Does My Behaviour Look Like in the Proactive/Active/Reactive Phases?
- Proactive Strategies Employed during Proactive (Environmental /Skills Teaching / Direct Interventions)/Active and Reactive Phases.
- Post Crisis Strategies.

All Behaviour Documents will have input from, parents/carers, class teacher, the behaviour team and where appropriate the pupil themselves, who will then all agree and sign the plan. The Head Teacher reviews, agrees and signs all BSPs as more restrictive interventions are likely to be required. Signed copies of each document will be displayed in classrooms and Teachers and TAs will ensure that staff new to the classroom are told about pupil's behaviour and where to find the behaviour support documents.

Monitoring, reporting and recording use of behaviour support documents

It is the responsibility of class teachers, supported by the behaviour team, to ensure behaviour support document strategies are carried out consistently in the classroom. Any discrepancies, queries or comments should be directed to the behaviour team. All behaviour support documents are reviewed annually in the autumn term by the class teacher and the behaviour team. Additional amendments may need to be made throughout the year and behaviour documents will be updated, agreed with the behaviour team, signed by the class teacher and shared with parents to agree. The behaviour team keep records of which Behaviour Documents each pupil has and any movement between plans is carefully monitored.

Staff are trained in how to record incidents clearly and accurately on Behaviour Watch during their PROACT-SCIPr-UK® training as part of their induction process to the school. It is the responsibility of class teachers to ensure that any behavioural incident which reaches the threshold for reporting, including all restrictive interventions that are either planned on the BSP, or unplanned, are recorded on Behaviour Watch. This should be written by the staff member that was involved.

All pupils have a Pupil Specific Risk Assessment which is used to inform their Behaviour Support Document. The risk assessment helps determine which level of Behaviour Support Document is required along with other methods such as functional assessments. This data will inform every review of the Behaviour Documents. It is common for pupils to move from one type of Behaviour Support Document to another throughout their time at Red Gates as their support needs change.

Restrictive Physical Interventions and seclusion

Introduction

We acknowledge that some pupils that can exhibit severely concerning behaviours, which may necessitate the use of restrictive interventions as part of their behaviour support plan, to prevent injury or damage to property through the use of reasonable force.

The term 'Restrictive Intervention' comprises of the following:

- Physical (restraint, guides and holds)
- Seclusion (time-out alone)
- Mechanical (e.g. harness)

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. When considering using reasonable force staff must, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

PROACT-SCIPr-UK® is used in the management of challenging behaviours by providing a structure of support that minimises the use of physical intervention. However, where absolutely necessary, PROACT-SCIPr-UK® physical interventions strictly adhere to the code of practice outlined in the Department for Education and Skills 'Valuing People', (July 2002), and the BILD 'Code of Practice (2001).

This policy will refer to 'significant physical interventions' which denotes the following PROACT-SCIPr-UK® techniques:

Two-person escort, adapted physical intervention, back choke release, front choke release, front choke windmill release, touch support with resistance, two-person arm support, unplanned physical intervention. Closed door seclusion intervention is also grouped here.

We do not use any techniques which can restrict breathing or inflict pain or pressure on joints. All staff that successfully complete the PROACT-SCIPr-UK® training and are assessed as competent by the Instructors are authorised to use restrictive physical interventions.

On rare occasions it may be necessary for staff to leave the room where a pupil is dysregulated due to the high risk of injury presented in that moment. This use of seclusion is closely monitored as detailed in the section below.

School Expectations

All staff must be aware of the distinction between physical contact and touch in everyday situations to support, encourage, guide or comfort a pupil compared to the use of physical intervention to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

The use of restrictive physical interventions must always be considered within the wider context of other measures. Proactive and preventative measures such as establishing and maintaining good relationships with pupils, having knowledge and understanding of their individual needs and environment should already be in place. First resort strategies should have also been attempted, such as distraction, diversion and negotiation to try to de-escalate a potential crisis. When all this has not worked, physical intervention should be the last resort. Use of any restrictive physical intervention must be reasonable and proportionate taking into account the pupils best interests. Any use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when using physical force, will be dealt with under school disciplinary procedures.

Instances where physical interventions are unwarranted, excessive or punitive and therefore should not be practiced in school include:

- Significant physical interventions for low-level concerning behaviour. E.g. two-person escort for a child who is slapping with minimal force, or pulling or dragging a pupil if they are refusing to move or have dropped to the floor.
- Lifting a pupil who has dropped to the floor or pulling them up by their arms.
- Holding or restraining a pupil because of something you think they might do. E.g. touch support throughout a transition as 'last time they hit me'

Staff who witness unwarranted, excessive or punitive physical force or interventions being used are expected to report concerns to SLT following the minor cause for concern reporting procedures.

Seclusion

Seclusion should be distinguished from the use of separation spaces (such as the chill out room or sensory rooms) for co-regulation purposes. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response with the staff member remaining with them at all times.

The use of seclusion is only acceptable in exceptional situations where in which it is necessary to prevent immediate physical harm to others. The pupil may be physically prevented leaving a room (closed door) in order to protect the safety of other pupils and staff from immediate risk.

The behaviour team / Leadership must be radioed when seclusion has taken place so that they are able to come and assess the situation. All use of seclusion is strictly monitored with all incidents timed and recorded. Parents will be phoned the day that a closed door seclusion has taken place, provided detail with what occurred leading up to this decision being made, the length of time that the seclusion took place for, and how the child was calmed and reintegrated back into the classroom.

Where it is likely a pupil may require seclusion to keep others safe this will be clearly written into their individual risk assessment and behaviour support plan which clearly shows all proactive, active and non-restrictive reactive strategies which must be attempted before seclusion is used as a last resort.

Risk Assessment

Planning for use of restrictive physical interventions

Pupil specific Risk Assessment

All pupils at Red Gates have an individual risk assessment. On this risk assessment any challenging behaviours which are likely to necessitate the use of physical intervention will be clearly identified. The process of writing and reviewing Risk Assessments will assess the risk of any concerning behaviours that could serious harm the pupil or other people, and / or put the pupil at risk of restrictive intervention. It will highlight what the hazards are and who may be at risk.

Risk assessments are reviewed annually in the autumn term by the class teacher and the behaviour team. Additional amendments may need to be made throughout the year and Risk Assessments will be updated, agreed with the behaviour team, and signed by the class teacher.

Risk assessments are then used to inform strategies on Behaviour Support Documents so that all staff working with a pupil are able to follow agreed procedures. Any further actions that need to be taken in order to reduce the risks are also decided and agreed upon. Planned use of physical intervention must be clearly shown to be in keeping with the pupil's Education and Health Care Plan and the pupil's Individual Education Plan and documented properly.

- **Physical Interventions (PROACT-SCIPr-UK®) Risk Assessments**

Techniques and methods of physical interventions containing restrictive components or for restraining pupils using restrictive interventions are all risk assessed by Loddon, who accredit our PROACT-SCIPr-UK® training. These can be found in the 'audit-based interventions' booklet which is kept by the behaviour team. Additionally, the behaviour team will assess that each restrictive intervention is safe, suitable and appropriate for use with the named pupil taking into account any medical or cultural needs they may have. All techniques will also be agreed in partnership with the pupil's Parent/Carer. In the event of disputes over, or concerns about, techniques and methods being considered, the Head Teacher or Behaviour Support Practitioner would liaise with the educational psychologist, clinical psychologist or the LEA.

Instances where physical interventions may be deemed as reasonable include:

- Preventing injury to the pupil, other pupils or adults due to aggressive behaviour (hitting/biting/kicking/strangling)
- Preventing destruction of property (e.g. smashing windows)
- Prevent absconding and the risks associated with this (tram lines/getting lost)
- Preventing pupils from ingesting inedible objects (including sharp objects or faeces)

Use of restrictive physical interventions in unforeseen and emergency situation

We acknowledge that on occasions staff may find themselves in unforeseen or emergency situations where they have no option but to use reasonable force to manage a crisis. Staff are expected to:

- Complete a quick dynamic risk assessment of the situation and call for help if required.
- Attempt to use first resort, distraction and diversion techniques to de-escalate the situation. Only use physical intervention when as a last resort where all other strategies have failed.
- Only use PROACT-SCIPr-UK® techniques and methods with which they have been trained in, are familiar, confident with, and are permitted by the school.
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff to manage the situation in compliance with the Education and Inspection Act 2006 (Part 7, chapter 1, point 93):

Power of members of staff to use force:

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- *committing any offence,*
- *causing personal injury to, or damage to the property of, any person (including the pupil himself), or*
- *prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.*

Unforeseen or emergency situations staff may find themselves include:

- Fire / medical / terrorist / weather emergencies
- Event or situation unforeseen whilst out in the community, such as a demonstration/rally or disruption to planned travel routes.
- Novel behaviours of concern not displayed before by a pupil.

Techniques that are acknowledge as *acceptable physical force* in the instances above may include:

- Picking up and carrying a pupil that is refusing to move (in an emergency).
- Using a two-person escort to move away from a dangerous situation.

- Using a soft object or cushion to block hits or to give space.
- Using an adapted intervention where principles around not holding joints, using minimum force and releasing to a less restrictive intervention as quickly as possible are maintained.

Reporting and recording the use of restrictive physical interventions and seclusion

In-house house recording and reporting

All instances of physical intervention or force will be recorded on Behaviour Watch, and in cases of physical force, a member of the Leadership and Management Team (LMT) will be informed immediately.

Reporting to parents/carers and outside agencies

All significant physical intervention uses must be reported to the pupil's parents as soon as possible after the incident and definitely the same day. They should be told when and where the incident took place, why it was decided that the physical intervention should be used, whether there were any injuries and what follow up action was taken in relation to their child. Where parents have a concern about the management of behaviour they are encouraged to raise this directly with the school so that the staff are able to continue to work in partnership with them.

The school will take action to ensure that parents and the local authority are informed about these incidents in accordance with agreed local procedures and times scales.

Recording injuries

All injuries sustained to staff and/or pupils that happened in school or on an outing will be recorded on Behaviour Watch.

The behaviour team, HR and LMT will monitor the frequency and severity of injuries to staff and pupils (through use of restrictive intervention or otherwise) and this is then reported on a half-termly basis to school governors.

Monitoring restrictive physical interventions

Use of physical intervention in school will be monitored in order to help staff learn from past incidents, promote the well-being of pupils in their care, and provide a basis for appropriate support. Information on trends and emerging problems will be shared with the school using local procedures. Key trends and information is written in the half-termly behaviour report which is shared with Governors, LMT and Teachers.

Reducing use of restrictive interventions

Red Gates School is committed to using the lowest level of restrictive interventions possible and aims to accomplish this by utilising a range of prevention tools, such as:

- Behaviour Team available to train and support staff using PROACT-SCIPr-UK® (see below)

Behaviour Policy



- Behaviour Support Documents emphasising how to support pupils in proactive ways.
- Behaviour Policy to inform staff of the School's expectations.
- Use of behaviour data and debrief data to inform future practice.
- Creation of appropriate environments in the classroom and around the school.
- A multi-disciplinary and person-centred approach.
- Restrictive intervention audit and restraint reduction plan completed annually.

Staff training

Staff use training by the Loddon Foundation (Ltd) in PROACT-SCIPr-UK®. The behaviour team instructors train all other school staff using an induction process which consists of introductory and foundation training courses. This training is designed to help staff link meeting pupil's needs with positive behaviour support in an attempt to be proactive rather than reactive.

Staff are taught a range of interventions and techniques to be used in their day-to-day work. Training will be updated annually and each staff member completes 6 hours of refresher training each year. Staff involved in implementing planned use of physical intervention will be trained individually by the Behaviour Lead in their Pathway for the specific strategies they will need.

Assessment consists of quizzes and observations conducted on the day of training and once passed, staff are signed off as competent to use the skills they have learnt.

Post-incident support

At Red Gates we recognise that incidents of challenging behaviour, particularly those which include violent or aggressive behaviour, are difficult for all involved. Through post-incident support we strive to ensure the immediate physical and emotional wellbeing of all people involved and manage any immediate practicalities (e.g. addressing injuries).

Post-incident support is a crucial step in behaviour support and helps to rebuild strong relationships between the pupil and the staff working with them which helps with recovery and reintegration following an incident.

All staff have access to both formal and informal debriefs which may be facilitated by the behaviour team and can be individual, or as a broader class team. The debrief process will provide opportunity for reflection and identify any next steps which may need to occur to reduce risk moving forward. This may include, but is not limited to;

- Changes to behaviour support documents and risk assessments
- Increased access to therapeutic alternatives and strategies
- Functional Analysis
- Additional training for staff