



Linden Lodge School

Provider of specialist education since 1903

Title:	Behaviour Policy
Type:	POLICY

Review Cycle Frequency:	1 year
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Lead Staff:	Co-Headteachers
Support:	Heads of Departments, Behaviour Leads

VERSION CONTROL:

Version No	New document or reasons for revision	Agreed by	Date
1	Migration to new document version control system	Full Governing Body	September 2021
2.	Updated		September 2022
3.	Policy update	Lead staff	Autumn 2023
4	Policy review	Lead staff	Autumn 2024
5.	Policy update	Lead staff	Spring 2025
6.	Policy update	Lead staff	Summer 2026

LINKED INTERNAL DOCUMENTS:

1. Anti-bullying Policy
2. E-safety Policy
3. RSHE Policy
4. Safeguarding and Child Protection Policy

LINKED EXTERNAL DOCUMENTS:

1. KCSIE, September 2024
2. The Education and Inspections Act 2006, especially section 93
3. The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
4. The Health and Safety at Work etc. Act 1974 and associated regulations
5. Human Rights Act 1998
6. Equality Act 2010

Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact Co-Heads@lindenlodge.org.uk

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our school's commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

Rights Respecting School

The United Nations Convention on the Rights of the Child (CRC) brings together a range of rights that all children aged under 18 are entitled to, no matter who they are or where they are born. These rights ensure that all children are given the support they need to develop and reach their potential and are protected from harm.

As a Rights Respecting School, Linden Lodge has embedded children's and young people's rights in our practice and ethos. This policy is specifically linked with the following CRC Articles:

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 37: No one is allowed to punish you in a cruel or harmful way.

INTRODUCTION

This policy principally relates to students but it is important to note that the principles set out here also relate to positive relationships and behaviour of all and this includes staff.

“Linden Lodge is committed to providing a **stimulating, caring and friendly** learning environment which will maximise the students’ educational opportunities and their potential for independence.”

It is a primary aim of the school that every member of the school community feels safe, happy, valued and respected, and that each person is treated fairly. We are a caring community with mutual respect and trust for all.

At Linden Lodge School we recognise that all of our students are individuals with a range of needs. The main aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and access meaningful learning opportunities. This policy aims to help our students to become positive, responsible and increasingly independent members of the school community. The school rewards positive behaviour as it believes this will develop an ethos of kindness and cooperation. This policy is designed to promote positive relationships and behaviour, not just to deter negative or unacceptable behaviour.

Our approach is based on a belief that each student is capable of learning through a process of mutual exchange. It is therefore paramount that any behaviour that challenges us as a school or community should be viewed as a communication and as staff we should explore the meaning of this behaviour and any unmet needs.

BRITISH VALUES

Linden Lodge School is a multicultural community of students who experience a diverse range of mild, severe and complex learning difficulties. This helps our school community to be tolerant of, show mutual respect for and celebrate the similarities and difference of all ages, abilities and cultures.

At Linden Lodge School ‘British Values’ are considered in the following ways:

Democracy:

We promote student voice where opinions are valued, encouraged and which can influence change. Staff encourage students to know that their views count, to value each other’s views and to talk about their feelings. The election of School Council members reflects the British electoral system. Students consider the necessary characteristics for an effective student council member and vote using a secret ballot. The Student Council meet regularly to bring suggestions to the table from their peers and make decisions about ways to improve the school for the benefit of all.

Rule of law:

Staff ensure that students understand their own and others’ behaviour and its consequences. Students learn to distinguish right from wrong through discussions and the modelling of positive behaviour.

Individual liberty:

Staff support all students to develop positive self-esteem, self-awareness and self-confidence. Each student is supported to become as independent as possible and we recognise that all students have different learning styles. We teach students ways they can make choices and give them strategies to communicate.

Mutual tolerance and respect:

“Develop an acceptance that other people having different faiths or beliefs (or none) should be accepted and should not be subject to prejudice or discrimination.”

Inclusion, mutual tolerance and respect are at the heart of Linden Lodge aims and ethos:

“Creating an ethos where everyone values and respects themselves and each other.”

(Linden Lodge School Vision)

Our school code uses the Equality Act 2010 to treat everyone equally and fairly regardless of age, disability, gender, gender identity, race and nationality, religion or belief, pregnancy, marriage, sexual orientation.

STUDENTS

Our goal is to enable each student to be in a position to learn (at their own level of understanding) so they are able to understand how to engage and excel in different contexts and situations. We recognise that students' learning disabilities and complex needs may be a contributing factor to presenting behaviour/s of concern. When understanding and responding to the needs of a student, the supporting team will consider the unique learning needs of each young person. Staff should be aware that behaviours of concern can be potential indicators of abuse and will complete relevant safeguarding training.

Aims for all our students are:

- To self-manage their behaviour (where possible or with adult support as appropriate)
- To care for one another
- To learn to value relationships
- To develop self-confidence
- To maximise their potential in all aspects of their school life
- To respect and be tolerant of others needs

STAFF

All staff at Linden Lodge are expected to have high expectations of the students in terms of their relationships, choices and behaviour.

We aim to empower students as much as possible, encouraging them to take responsibility for their own behaviour. When reasonable and necessary (only as a last resort), Team Teach trained staff members may use physical interventions to prevent the student causing harm to self or others.

Linden Lodge staff will:

- Provide students with sufficient time to understand requests, communication and learning.
- Explain and model positive relationships and behaviour
- Use the curriculum to promote and highlight positive relationships and acceptable behaviour, encourage personal responsibility and independence in all students
- Work in partnership with parents and carers within a 24-hour context

Linden Lodge staff will use the 3 Rs when using proactive responses:

Related - the response is clearly connected to the student's behaviour and its function. Relies on staff knowing the child well and that the function of the same behaviour may be different to each child, or even for the same child at different times.

Respectful - responses need to be given with empathy – by being respectful in tone of voice and body language

Reasonable - if boundaries are put in place they must be fair and appropriate for that child's level of understanding

Linden Lodge staff will reward positive relationships and appropriate behaviour by:

- Encouraging and highlighting positive relationships, good/appropriate behaviour as it occurs
- Ensuring that all students are praised for behaving appropriately
- Providing constructive and positive comments written to parents/carers in the home/school diary
- Ensuring assemblies celebrate personal achievements
- Offering a choice of activities as rewards
- Assigning special responsibilities e.g. being a member of the School Council
- Awarding individual and whole class privileges as appropriate
- Awarding school certificates, badges, sensory bracelets, star charts - as appropriate
- Awarding termly/annually and Jack Petchey prizes

CO-HEADTEACHER

In addition to the above, it is the responsibility of the Co-Headteacher to:

- Support staff to implement this policy by setting standards of behaviour
- Report to Governors, when requested, on the policy's effectiveness
- Ensure that appropriate policies and procedures that ensure the health, safety and welfare of all are in place.
- Maintain records of all reported serious incidents of misbehaviour and/or incidents of restraint/use of holding skills
- Issue fixed term suspensions to individual students for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The Co-Headteacher may permanently exclude a student; both these actions are only taken after the school governors have been notified

PARENTS/CARERS

The school works collaboratively with parents/carers so students receive consistent messages about how to build positive relationships and how to behave appropriately. We aim to build a supportive dialogue between home and school. We inform parents/carers immediately if we have concerns about their child's relationships or behaviour.

We expect parents/carers to:

- Be aware that we have school rules and to support them
- Co-operate with the school
- Support their child's learning
- Support the school's decision when applying consequences to deal with any specific incident/issue
- Support the Class Teacher and the Behaviour Team when establishing individual Positive Behaviour Support Plans and sign the plan upon agreement

If parents/carers have any concern about the way that their child has been treated they should contact the Co-Head Teacher and/or the Designated Safeguarding Lead. If it is unresolved, the Chief Executive of the Multi-Academy trust. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

GOVERNORS

The governing board oversees these guidelines on the standards of discipline and behaviour, and of reviewing their effectiveness. The governors are expected to support the Co-Headteacher in carrying out these guidelines.

The Co-Headteacher has the day to day authority to implement the school's Positive Relationships and Behaviour Policy but Governors may give advice to the Head teacher about particular disciplinary issues. The Co-Headteacher must take this into account when making decisions about matters of behaviour.

Linden Lodge School is part of Southfields Multi- Academy Trust. The Chief Executive is responsible for ensuring that the Co-Headteacher and staff implement policies and procedures according to the policy.

EQUAL OPPORTUNITIES

'An entitlement to learning must be an entitlement for all students.'

The school expects every member of the school community to behave in a considerate way towards others. We treat all students fairly and apply this policy without prejudice in a consistent, non-judgemental way. It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all students. Staff will endeavour to establish an atmosphere within school that effectively diminishes prejudice and raises self-esteem, so that all students can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability.

The Education Reform Act entitles all students in school to a national curriculum, which is balanced and broad based. The national curriculum includes cross-curricular dimensions such as equal opportunities for students regardless of gender identity, multicultural education and special educational needs.

How we manage behaviour/s of concern:

- Consistently reminding students of appropriate behaviour using appropriate levels of communication
- By acknowledging good behaviour as it occurs
- If appropriate, ignoring attention-seeking behaviours
- By using low arousal approaches i.e. talking calmly to students using key words and clear requests
- Using distraction techniques
- Use of de-escalation techniques (as Team Teach advised)
- Use of motivators
- By considering the effects of environment on the impairment and behaviours of our students: temperature, humidity, lighting, the time of day or night, how tired the person is, or how much stress the student is under

How we manage persistent behaviour/s of concern:

- By keeping a record to monitor the patterns of behaviour – using a Traffic Lights chart and ABC monitoring chart, scatterplot chart (see Appendix 1). Monitoring behaviour/s in this way enables us to further understand the function of behaviour and informs the young person's PBSP.
- By formulating a **consistent and proactive approach** recorded in a Positive Behaviour Support Plan. The plan will be devised by key members of staff and shared with the parents/carers and young person where appropriate.
- Concerns are recorded on My Concern and discussed by the Behaviour Team and Safeguarding team on a weekly basis.
- Staff reflection and support is offered to the staff team supporting the identified young person, where necessary.

Positive Behaviour Support Plans will indicate relevant information about the young person, as well as proactive and reactive strategies when a young person is presenting with behaviour/s of concern – this may include the following:

- Identifying triggers and strategies to avoid triggers
- Removing the student from the situation and self-harm
- Removing other students from the situation to avoid harm
- Using their own skills to de-escalate the situation first before seeking support from a Manager or Senior Leader
- Physical intervention is only ever used as a last resort to keep the young person or others safe and it is not used as a punishment or as a means to force compliance with instructions or in response to behaviour/s of concern other than in situations set out in s550A of The Education Act 1996. (Extract from National Care Standards)
- The incident must be reported on My Concern using the 'Behaviour Team' drop down option and/ or an Incident Report Form (when a member of staff is unable to access My Concern) should be completed within 24 hours and passed to a member of the Safeguarding team.

- All reported incidents will be discussed and looked at by the Behaviour Team on a weekly basis in order to support behaviour management across the school.

There is a rolling programme of de-escalation behaviour management training based on Team Teach. The Team Teach trainers will ensure each class will have a sufficient number of Team Teach trained team members. The Team Teach trainers will monitor the numbers of Team Teach trained staff across the whole school and will be in charge of ensuring staff will be provided with Team Teach refreshers as appropriate.

If any sort of physical intervention/restraint has taken place a form must be filled in as soon as possible and the DSL must be informed immediately. This recording process is part of a legal requirement and this document is stored securely.

DEFINITION OF BEHAVIOUR OF CONCERN

The definition adopted here is taken from the Royal College of Psychiatrists Challenging Behaviour- A Unified Approach 2007:

- We propose the adoption of a modified definition that builds on that of Emerson: behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion. Quality of life and physical safety of the person and those around them is a focal concept of this definition. It has also moved from thinking in terms of the qualitative aspects of the behaviour of the person, to those of the responses of individuals and services. The actual nature of the behaviours therefore should be defined separately, for example: self-injury, assault, socially inappropriate behaviour.¹

Behaviour of concern may take various forms, including:

- Physical aggression towards others such as hitting, kicking, slapping, biting, scratching, nipping, spitting etc.
- Self-injurious behaviour such as face slapping, biting, head banging, burning or cutting self
- Destruction of property, objects or buildings, breaking windows, throwing objects, ripping clothes etc.
- Disruption interrupting other people's activities, upturning tables, throwing food, shouting, stripping, screaming, etc.
- Inappropriate sexual or sexualised behaviour

Behaviour of concern can be understood as a form of communication in which the individual is attempting to have her or his needs met. The task for Linden Lodge staff is to keep themselves and the individual safe while trying to understand the meaning of the behaviour for the person- working towards helping individuals to find more acceptable and effective ways of ensuring that their needs are met, using a Positive Behaviour Support approach.

Positive Behaviour Support is currently defined as 'An understanding of the behaviour of an individual. It is based on an assessment of the social and physical environment in which the behaviour happens, includes the views of the individual and everyone involved, and uses this

¹ <http://www.rcpsych.ac.uk/usefulresources/publications/collegereports/cr/cr144.aspx>

understanding to develop support that improves the quality of life for the person and others who are involved with them.’²

In Linden Lodge, ABC charts, scatter plots, traffic lights charts, observation and further means for data collection will be used to record episodes of behaviour of concern over time, in order to try to understand the meaning or function behind the behaviour. These principles and components of functional behaviour assessments are used to inform the PBSPs. As the Lead Professional, Class Teachers hold responsibility and oversight of the PBSP, however the Behaviour Team and SLT will provide guidance and support as necessary.

Use of Rewards for Students:

At Linden Lodge we understand that rewards and celebrating success as well as positive behaviour towards others is important part of life within our school. Rewarding students makes them feel valued, builds confidence and motivates them to achieve.

The department leaders are to decide what system of rewards they would prefer for their classes for their overall achievements– e.g. golden stars.

The ‘Kindness Award’ Certificate is to be given to students to celebrate their good behaviour in relation to others. This can be awarded in assemblies or in classes. This type of certificate is specifically designed to highlight ‘good behaviour’ efforts on students’ part.

Restorative Justice:

Restorative justice is an alternate method of disciplining students that seeks to balance the process between being too permissive and being too punitive. The goal of restorative justice is to work with students to come to a solution as part of resolving an issue they got involved in.

We celebrate relationships amongst students, staff and families. We ask open-ended questions about “what happened” and we focus on “who” was harmed by what happened. We consider the needs of all those involved.

BULLYING

Definition: Bullying can be described as any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power.

The three main types of bullying are:

- Physical - it includes hitting, kicking, scratching and the taking or deliberate damaging of property
- Verbal - this includes name calling, making insulting or discriminatory remarks (racist, sexist, homophobic, biphobic, transphobic, ageist, or ableist), teasing, threats and extortion or sending inappropriate notes, text messages, emails, etc.
- Indirect - this includes ostracising or the spreading of nasty stories about someone, and social exclusion of an individual

Linden Lodge School’s response to bullying:

² <http://www.bild.org.uk/our-services/positive-behaviour-support/>

- We do not tolerate bullying, but we acknowledge that some of our students may not fully understand how their behaviour impacts on others or may be experienced as bullying.
- Bullying should never be ignored.
- Every instance needs to be addressed, in line with this policy, with every student involved in taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
- While the scope for bullying by some students at Linden Lodge School is more limited than in mainstream schools many of our students are more vulnerable, and it is accepted that some students are potentially capable of causing other students to feel like they are being bullied. Linden Lodge School's understanding of bullying is rooted in our understanding of the range of disabilities within our setting.
- Signs of potential feelings of bullying are a deterioration of work, spurious illness, isolation, the desire to remain with adults and reluctance to come to school. These may be symptomatic of other problems but may also be early signs of student feeling bullied.
- The whole staff community will be highly observant to early signs of a student's unhappiness that may be related to the behaviour of another and will act accordingly. It is the collective responsibility of all staff members to report any concerns about bullying incidents which could affect the health or well-being, or contravene the rights granted in the Equality Act 2010, of anyone in the school to the Co-Headteachers or Designated Safeguarding Lead.
- Opportunities to teach students how to be confident when they feel bullied and strategies to manage these real-life situations will be taught via PSHE lessons and events, such as Anti-Bullying Week. The whole staff community are responsible for encouraging and promoting anti-bullying directly and indirectly.

Reasons for bullying may include:

Race, religion, culture, gender, disability or special educational needs, appearance or health condition, home circumstances, sexual orientation

Reasons for being a bully may be:

Being a victim of violence, bullied at home, enjoyment of power, enjoyment of creating fear, not allowed to show feelings, copying behaviour at home or on TV/Internet, unhappiness, insecurity, self-hating

WAYS OF DEALING WITH BULLYING:

At Linden Lodge School, we are concerned with our students' conduct and welfare and we will do what we can to address any bullying issues that occur. Our students have special educational needs and therefore, can be easily vulnerable to bullying by anyone inside and outside their school environment. The awareness of bullying will be extended amongst our students via PSHE lessons, well-being sessions/anti-bullying assemblies run by teachers and/or external professionals and via activities related to the Anti-Bullying Week.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents involving students, staff and visitors to the school:

1. Report all bullying allegations and incidents to staff.

2. Staff will make sure the victim is and feels safe.
3. Staff will listen and speak to all students/staff involved about the incident separately.
4. The problem will be identified and possible solutions suggested.
5. Appropriate action will be taken quickly to end the bullying behaviour/threats of bullying.
6. Staff will reinforce to the bully that their behaviour is unacceptable and will not be tolerated at Linden Lodge School.
7. The bully may be asked to genuinely apologise. If the bully is a student they may be asked to apologise as appropriate to the student's age and level of understanding. Other consequences may take place and appropriate sanctions applied.
8. If possible, bullies and victims will be reconciled and have a closure to any incidents.
9. An attempt will be made, and support given, to help the bully understand and change their behaviour.
10. In all cases of bullying, the incidents will be recorded by staff using My Concern or the Confidential Safeguarding Form. It is the understanding and expectation that staff record any incidents immediately to a member of the Safeguarding team and then follow it up through online recording platform My Concern.
11. Parents will be informed and will be invited to come into school if required for a meeting with the Co-Headteacher.
12. After the incident has been investigated and dealt with, each case will be monitored by the Co-Headteacher and by the Behaviour Team to ensure repeated bullying does not take place.
13. Bullying incidents will be discussed regularly at Behaviour Team meetings.
14. If necessary and appropriate, Social Services or police will be consulted.

Sanctions that may be applied in case of bullying incidents or threats of bullying:

- Report to the Co-Headteacher or Designated Safeguarding lead.
- Apologise to the victim verbally or in writing
- Removal from class or working away from peer groups – on the recommendation of the Co-Headteacher and/or Designated Safeguarding leads
- Parents invited to school
- Fixed term/permanent exclusion

UNDERSTANDING CYBERBULLYING:

While the emotional aspects of bullying continue to be devastating, the internet and social media have changed the way children/young people experience bullying. Cyberbullying is bullying that happens online through social, gaming or instant messaging platforms.

If a staff member is concerned about a student being involved in cyberbullying they can:

Notice - recognise if there has been a change in mood or behaviour and explore what the cause might be; try to determine if these changes happen around a child's use of their digital devices

Talk - ask questions to learn what is happening, how it started, and who is involved

Document - keep a record of what is happening and where

Report - report any suspicions of cyberbullying to the Designated Safeguarding Leads

Support - staff can support in different ways - e.g. a bullying situation can possibly be resolved by reaching out to the student who is bullying and the target of the bullying to express your concern.

POLICY

Linden Lodge will equip staff and teams with the necessary knowledge, skills and support mechanisms to enable them to carry out this work and will monitor practice in order to improve safety to all and quality of services. Linden Lodge have adopted a Positive Behaviour Support approach, as the overarching framework of understanding and supporting behaviour/s of concern. Positive Behaviour Support Plans, when complete, should be considered as 'safe systems of work' and followed as required. PBSPs will be reviewed as appropriate by the Class Teacher, supported by the Behaviour Team and wider MDT (eg Therapists).

IMPLEMENTATION

Linden Lodge is committed to providing training and support to staff working with people whose behaviour can be described as challenging. No staff will be expected to deal on their own with situations which are known to be difficult or dangerous until they have received appropriate training, guidance and information and are judged to have demonstrated an acceptable level of competence and confidence.

Where behaviour of concern is a key issue in the school, there will be regular review sessions (at least quarterly) to ensure that all relevant staff are implementing the Positive Behaviour Support Plan interventions correctly, based on risk assessment, and an annual Team Teach refresher training course. As part of the training, a practical assessment is carried out to assess staff's ability and competence in carrying out the physical interventions taught.

The form of training that Linden Lodge use for reactive strategies is Team Teach. This training will enable staff to safely disengage from situations that present risks to themselves, the people we support and others. Team Teach teaches a range of disengagement and holding interventions as a last resort and which may be appropriate in the circumstances when a person expresses themselves through challenging, or aggressive behaviour, and to make defensible choices regarding the use of disengaging from and/or holding a person. This should comply with Health and Safety policy and practice and should be clearly articulated in a Positive Behaviour Support Plan.

GENERAL PRINCIPLES

The emphasis of work when supporting a young person with behaviour/s of concern is to use a hierarchy of interventions as detailed in a Behaviour Support Plan, which prioritise risk reduction, using a range of approaches as taught in the proactive parts of Team Teach and in Positive Behaviour Support. Physical interventions should only be used as a last resort. No other physical interventions other than those taught at Team Teach training can be used.

Where physical interventions are employed, they should only be used in the best interests of the person. The decision to use them should be taken only after careful consideration of the individual, the context and of alternatives and a risk assessment and should be documented clearly within a Positive Behaviour Support Plan.

Each person should be treated fairly and with courtesy and respect.

Each person should be helped to make choices and be involved in making decisions that affect their lives. In particular, wherever possible, the person should give their consent or at least be involved in the planning of their PBSP.

There should be experiences and opportunities for learning which are appropriate to the person's interests and abilities.

THE LAW, RESTRICTIVE PRACTICE & PHYSICAL INTERVENTIONS

Relevant acts of parliament that impact on the law relating to restrictive practice include:

1. the Education and Inspections Act 2006, especially sections 93 <https://www.legislation.gov.uk/ukpga/2006/40/section/93>
2. the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 <https://www.legislation.gov.uk/uksi/2025/1348/contents/made>
3. the Health and Safety at Work etc. Act 1974 and associated regulations <https://www.legislation.gov.uk/ukpga/1974/37/contents>

(Human Right Act https://www.legislation.gov.uk/ukpga/1998/42/pdfs/ukpga_19980042_en.pdf)

(UN Convention on the Right of the Child https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf)

Restrictive practice is defined as a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student. The updated guidance uses 'restrictive interventions' as the umbrella term to describe both physical and nonphysical actions aimed to restrain students in different ways.

We have a duty of care which in general terms means taking reasonable care to avoid acts or omissions that are likely to cause harm to another person. Any restrictive practice should be consistent with the legal obligations and responsibilities of Linden Lodge and its staff and the rights and protection afforded to people with learning disabilities under the law.

Working within the legal framework, the service is responsible for the provision of care, including physical interventions, which are in a person's best interests. If physical interventions form part of a person's Positive Behaviour Support Plan they should be regularly monitored and reviewed to ensure they remain effective and safe. The plan should include the reason for the intervention and details of the intervention to be used. It should also include details of de-escalation techniques.

All incidents involving behaviour of concern requiring a physical intervention must be reported and recorded in line with statutory guidance and Linden Lodge's recording system after the incident.

RESPONSIBILITIES OF STAFF

All staff are expected to be person-centred and respectful to all of the people with whom they interact with in the course of their work. All staff have a duty to operate within the law and to conform to accepted professional standards. Above all, it is expected that all staff will act in the

best interests of the young person. Interventions are used as part of a dynamic risk assessment where there is risk of the CYP hurting themselves or others.

It is essential that physical interventions are always combined with other strategies that are designed to help the person learn more appropriate behaviours. These will be detailed clearly in the person's Positive Behaviour Support Plan.

The use of physical restraint is a last resort and carried out by Team Teach trained individuals only

- Trained staff use their professional judgement, based on their training to use physical interventions in a last resort situation when reasonable, proportionate and necessary. Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- The principle of all use of physical restraint are embedded in the regular training and understanding of principles outlined in Team Teach.
- The Behaviour Team aim to model and support this theory in practice.
- Training in physical restraint and holding techniques is provided through the Team Teach programme with regular and continuous refreshers and updates available for specific situations with the Behaviour Team.
- Physical restraint will not occur as a matter of common practice.
- It is paramount that the principles used to guide the actions of staff in this regard should be taken from the duty of care which stems from our responsibility of being 'in loco parentis' (in the place of the parents). Students should be kept safe and secure from injury and any actions taken in ensuring this will be judged as would the actions of 'a reasonable parent'.
- When restraint is used with any student the staff involved in the incident must record it as soon as possible.
- **The use of any equipment on students** which restricts or limits their freedom of physical movement is **not permitted**.

No physical intervention should ever be considered or used as:

- Punishment
- Convenience to staff

Physical interventions should be employed as a last resort and only using the minimum necessary force and staff should only employ interventions which they have been trained to use. The exception to this is when an unexpected situation arises and staff judges that they have to intervene to keep some one safe from harm. In this case, staff should apply the principles outlined in this document, use their professional judgement in the immediate situation and notify their manager as soon as possible so that a risk assessment can be carried out and a plan put in place.

A person who has been subject to a physical intervention should be routinely assessed for signs of injury or psychological distress. Similarly, staff should be assessed for any injury and there should be debriefing for ALL those involved (staff and people we support) as soon as possible in an appropriate way.

If a member of the Behaviour Team is involved in supporting staff members during behaviour-related incidents then they are expected to check the well-being of those staff members they assisted at the end of the same work day as well.

THE USE OF SAFE SPACES FOR SENSORY REGULATION

Seclusion is defined as a non-disciplinary intervention involving keeping a student confined to a place away from others, and preventing them from leaving. **Seclusion should only be used as a safety measure to protect others from harm/immediate risk when a student is experiencing high levels of emotional or behavioural dysregulation. It must be used for the shortest possible time and accompanied by appropriate reporting and review.**

At Linden Lodge we recognise that our students may require access to identified sensory spaces, not as seclusion, but to support their individual emotional or sensory needs. As such, there are sensory neutral spaces for students to access as appropriate to support regulation and their wellbeing. They are never to be used as a punishment but rather from the principle of “I care about you enough not to let you be out of control”. This is in line with Team Teach principles. The legal position on the use of quiet rooms for the purpose of calming students is held in “guidance for restrictive physical interventions” Department of Health (2002)

Staff must be aware that there are 2 ways in which spaces can be used, to ensure we are meeting the best interests of each student and working within the law:

- If a student takes themselves there independently or wants time alone (and door is unlocked and open)
- Emergency intervention: when staff judge that is safest for the individual or others around to be escorted to a safe space/quiet area and they can be seen at all times
- Staff must be aware of their Duty of care, i.e. their response must be reasonable, proportionate and necessary
- Students must not be left on their own in a safe/quiet space and staff must be supporting the student staying with them in the same room/area. If there is a risk of self-harm the staff member must be vigilant in their observations and follow the student's Positive Behaviour Support plan (PBSP) in relation to this.

LINE MANAGERS' RESPONSIBILITIES

Staff exposed to concerning incidents, including repetitive self-injurious behaviours or in the unlikely case of last resort and the use of physical intervention, may become distressed. Line managers in Linden Lodge are responsible for ensuring that appropriate support structures are in place. These will include debriefing as soon as practical after a significant incident using any form of restrictive practice and access to opportunities to learn from incidents through ongoing supervision and, where appropriate relevant training. Support following incidents of aggression should reflect the individual needs and strengths of different members of staff but it is a basic expectation that support will be made available.

Class Teachers are responsible for ensuring that PBSPs are reviewed and signed annually (or as necessary); and that all staff have read and understood them when supporting a young person with a plan.

WHAT STAFF CAN EXPECT FROM LINDEN LODGE:

- Where there is a reasonably foreseeable risk of behaviour of concern, staff will have access to detailed Positive Behaviour Support Plan information including advice on what to do in challenging situations. Team Teach and Positive Behaviour Support training will be made available at the earliest opportunity with regular training updates.
- All permanent staff will attend Team teach and Positive Behaviour Support training
- Induction training should include guidance on understanding and responding to behaviour of concern and appropriate advice related to specific individuals. These will all be detailed in the Positive Behaviour Support Plan
- Annual refresher training which will cover the principles and appropriate interventions
- Regular supervision to encourage learning, monitor performance and advise on strategies
- De-briefing sessions following difficult incidents
- Regular discussion of behaviour strategies at Behaviour team meetings in collaboration with class teachers, therapists and other professionals
- Appraisals to monitor performance and set goals
- Training relevant to the post and appropriate to the individual

SYSTEMS AND STRUCTURES AROUND THE BEHAVIOUR TEAM SUPPORT:

- The Class Teacher will be responsible for reviewing all Positive Behaviour Support Plans and any relevant documentation and the Behaviour Team will ensure these are completed and uploaded on the G: drive in the Behaviour folder for all staff to access.
- Members of the Behaviour Team will key work individual cases and be responsible for working with class teams and therapists to develop plans and guidelines collaboratively. These will be discussed with the Safeguarding team.
- When a higher level of support is needed for a young person, staff teams can request this by making contact with the Behaviour Team, a member of SLT or by logging a concern on My Concern. Further support may include implementation of FBA components and principles (observation, data collection etc) to inform the development of a personalised PBSP.
- The Team Teach trainers will organise identified training opportunities for school staff and the wider team will provide training / behaviour support as needed.

Appendix 1- 'Traffic Lights' + ABC Monitoring Chart

Name of the student:

Date W/C:

Behaviours being monitored: (decide which behaviours you are monitoring - be specific so they can be targeted following observation and discussion.)



Area coloured green = student is Happy, calm, focused and engaged (it is often useful to try and think why this time was good)



Area coloured yellow = student is Frustrated, worried, exited, losing some control, feeling anxious but not their worst.



Area coloured red = In crisis.



Area coloured blue = student seeming unhappy, sad, tired, or recovering from crisis

Complete the chart for three weeks submitting its findings to the behaviour team.

Day	8.50- 09.50	09.50- 11.00	11.00- 12.00	12.00- 13.00	13.00- 14.00	14.00- 15.00	15.00- 15.50
Monday	N/A - students not in						
Tuesday							
Wednesday							
Thursday							
Friday							

Record of Behaviour - Scatterplot

Name:

Month:

A scatterplot can be useful to record behaviour which happens frequently. It can help us to monitor if behaviour is linked to particular times of the day. It also helps us to see how often the behaviour occurs. The first step in using a scatterplot is to define the behaviour you want to observe. **Make sure your definition is clear, observable and measurable.** The second step is to note on the scatterplot if the target behaviour occurs in the 15 minute time period. More detailed comments/observation can be recorded on the ABC chart.

Identified Behaviour:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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Appendix 2

This appendix needs to be read in conjunction with the schools' Positive Behaviour Policy and Safeguarding Policy.

At Linden Lodge, we understand that for a significant number of our student's school closure will have caused children and young people to have experienced increased anxiety and isolation. We have therefore placed students' mental health and wellbeing at the heart of our Recovery Curriculum and will need to provide individualised support for each students returning to school.

The key principles which will be guiding our Recovery Curriculum are:

- Recognition
- Empathy
- Safety
- Trauma
- Opportunity
- Relationships
- Engagement

We want to enable students to build resilience and awareness of the link between thought, feeling and behaviour. We aim to enable our students to be happy, feel safe and engaged. We will continue to use de-escalation strategies and to anticipate where possible events that might create added anxiety for students and use targeted intervention strategies to take steps to de-escalate and provide a calm and reassuring response.

Students will have had a range of powerful experiences during the lockdown and for our students' behaviour will be a means of communication. We will, therefore, aim to create the environment in which students can self-express and channel their feelings through play and social opportunities. The school has a detailed risk assessment which clarifies the protective measures that staff and students need to take to keep themselves as safe as possible. We want to enable students to make a successful transition back to school, ready to engage and learn.

Students may be unfamiliar with new rules and expectations and will need frequent reminders and praise. For some students, these expectations may trigger challenging behaviours and therefore staff will need to adopt strategies to identify and reduce anxiety. Early intervention will support students to manage their anxiety.

In addition, some students will require individual approaches including access to a safe zone or additional time to reduce anxiety.

Staff will continue to follow the guidance in the school's Positive Behaviour Policy regarding the positive and consistent management of behaviour. We will aim to continue to reinforce our whole school ethos of positive behaviour management.

There will be students who have increased vulnerability regarding their behaviour. For these students, we will provide an individualised risk assessment and review their Positive Behaviour Plans. Some of our students will find it difficult to socially distance from others. Staff will guide and support students as much as possible and use protective measures such as PPE in these instances.

Students may have increased anxiety and this will potentially impact on students' ability to manage transitions, attend and engage and learn. Staff will use a range of support strategies in these instances designed to reassure the student and support re-integration. These include:

- Using a predictable routine which minimises change
- Reducing the number of transitions in a day
- Providing positive reinforcement
- Giving advance notice of transition times, eg getting ready for home time

Some students will have an increased need to share and express the experiences they have had. This needs to be encouraged and some students may benefit from a referral to the Creative Therapeutic Arts Team so that they have individual/group opportunities to talk through their experiences. Students will be expected to follow the school's regulations in respect of hygiene, handwashing and following instructions. Staff will reinforce these routines regularly and parents will also need to ensure that these are consistently used at home.

The school will expect all students to attend wearing clean clothing and wash hands for at least 20 seconds using soap and water on arrival, before and after break and lunchtimes and when instructed to do so.

If a student deliberately breaches hygiene rules and may cause a risk to others the school will deem this a cause for concern and will immediately contact parents to confirm actions that the school needs to take to keep everyone safe. There will be zero tolerance of any student deliberately performing actions associated with the spread of COVID 19.

Students will be allocated to specific zones and are not allowed to socialise with students from any other groups during the school day. Students must all follow the one-way system in the school building.

Behaviour incidents will continue to be shared with the Safeguarding and therapy team and discussed at the weekly Behaviour meeting.

The safety of everyone will be our priority. If there is any behaviour which threatens the safety of others, the Senior Leadership Team will contact the parent/carer and they will need to attend immediately. We will complete a risk assessment and discuss with parents their child's behaviour and the actions we will need to take.

Wherever possible our approach will be based on support and encouragement in recognition that transition and reintegration will be areas of particular challenge for many students at Linden Lodge School.