

Behaviour Management and Positive Handling Guidance

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Monitoring and evaluation of the policy

To ensure the effectiveness of this policy, we will implement regular monitoring and evaluation. This will encompass the analysis of bullying reports, as well as the use of questionnaires, surveys, focus group discussions, and feedback from all stakeholders. The Trustee responsible for safeguarding matters will oversee the monitoring of bullying incidents and provide feedback. Following our annual review of monitoring efforts, we will evaluate our policy and introduce any necessary improvements to enhance our anti-bullying initiatives. We will communicate these changes to staff.

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Statement of intent

This policy intends to outline how Endeavour will manage incidents linked to behaviour (however they occur) and identify the appropriate level of positive handling. Through the implementation of our policy, we want to make sure that we always consider previous trauma or adverse experiences our young people may have been through. We want to help young people who have been through traumatic experiences to make sense of their own history and understand how these impact on their behaviour. Over time, and through reflecting on how they have been affected, we want young people to repair any damage, and go on to live healthier, safer lives.

For children in the Early Years, this includes supporting the development of positive online behaviours. We recognise that digital experiences form part of children's early social world. Staff will model and teach safe, respectful and age-appropriate use of technology, helping children understand kindness, boundaries, and privacy in both face-to-face and online interactions.

Trauma Informed Practice

At Endeavour we have high expectations of behaviour and engagement with our programmes and these expectations are shared through Endeavour AP's induction and the Endeavour AP Values: be kind; be curious; be inclusive. We also expect learners to be considerate and respectful of others and respect the equipment and facilities that we share. However, we recognise that support may be needed, and it is offered to all who have difficulty in meeting our expectations. We will have discussed the learner's interests during the referral process.

A trauma informed approach depends upon relationships, and it is vital that all staff are mindful of the trauma that some young people may have experienced. Through positive relationship we can support young people to understand and to manage their emotions appropriately. We can do this by using these key elements from the Trauma Informed Academy's UK model (TISUK): **Protect, Relate, Regulate, and Reflect**; using these elements throughout interactions with young people will build resilience, help to repair trauma, and build relationships.

A Trauma Informed Approach is based on recognising that all behaviour is communication. Access to an emotionally available adult can help young people move from 'behaving' their trauma, to reflecting on those experiences.

Outlined below are the ways that Endeavour will meet the key elements of **Protect, Relate, Regulate and Reflect**:

Protect

Protect is the feeling of safety, being able to learn without fear and the fear of being shamed. This requires an emotionally available adult who can support a young person to feel calm when they become overwhelmed. We understand that young people will identify adults they feel comfortable around, and we will respect their choice. A young person who has experienced Trauma can be triggered by something that may seem minor to others but could cause them to go into fight-flight-or-freeze response. We acknowledge that some bullying behaviours are a

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result of trauma, so we will work with those young people following a trauma informed approach.

- Increase in 'safety cues' at Endeavour to ease transition and ensuring that young people feel psychologically safe.
- In the Early Years, this includes ensuring that any use of digital devices is supervised, purposeful and developmentally appropriate. Staff will actively model safe handling of devices, appropriate language, and respectful communication, reinforcing that the same expectations for kindness and inclusion apply online as offline.
- Interventions that create opportunities for the emotionally available adults to be alongside students across the day such as morning meet and greet and managing the staffing structure to allow Endeavour's AP Co-ordinator to be available for pastoral support.
- The role of the adult should be to focus on building a relationship with the young person using PACE as guidance (Dr Dan Hughes). This means that our pupils are met with a warm emphatic, playful and curious staff team that will enable them to move out of flight/fight or freeze and into relationship and trust.
- We ensure that interactions with pupils, their families/carers, other agencies, and each other are socially engaging not socially defensive.
- We acknowledge the positive role that appropriate touch (such as handshakes, high fives, fist-bumps) have in establishing pro-social interactions, and the role that physical reassurance can have in providing reassurance and allow for co-regulation.
- Opportunities for young people to express their voice through activities such as "I wish my teacher knew..." recorded in the young person's ILP.
- Staff are to adjust their expectations and practises around vulnerable young person to correspond with those young person's developmental capabilities and experiences of traumatic stress and loss. Internal and external training will be provided where appropriate. This sometimes involves removing vulnerable and traumatised pupils in a kind and non-judgemental way from situations they are not managing well. As a staffing team we are also able to do this for each other.
- All staff can have weekly check ins with a member of SLT or Pastoral Team about any feelings they may be having.

Relate

Our brains are wired to be sociable. Having meaningful relationships is essential for happiness and mental health. Positive relationships and experiences with young people mean meeting them in both pain and joy.

- Staff are committed to getting to know their young people better on an individual basis.
- Young people have planned time to connect with an adult whom they trust at Endeavour, and this relationship is strengthened due to participation in playful and creative activities.
- Staff feel confident in engaging with young people through appropriate physical touch, such as providing high fives or fist bumps as a way to demonstrate approval or sharing moments of joy.
- Key staff at Endeavour are trained in delivering interventions to vulnerable young people to support them in making a shift from 'blocked trust' of others, to trusting others.

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- As part of our Alternative Provision programmes, Endeavour is committed to enabling young people, families / carers, and staff to see themselves, their relationships, and the world more positively, rather than through a lens of threat, danger, or self-blame.

Regulate

Supporting a young person to regulate their feelings and behaviour will help them feel understood. This reduces stress levels.

- Key staff are trained to deliver evidence-based interventions designed to reduce stress levels in vulnerable young people from toxic to tolerable, through emotionally regulating, playful and enriched interactions.
- Key staff are trained to support dysregulated young people confidently through specific and appropriate positive handling techniques.
- Key staff are trained in interventions such as attachment play which can help to repair brain damage caused by painful life experiences.
- Sensory breaks and minute mindfulness exercises are to be used throughout the day to support the regulation of young people's behaviour by enabling them to feel calm and ready for learning.
- At Endeavour the emotional well-being of and emotional regulation of staff is treated as highly important to prevent stress-related absence or leaving the profession through stress-related illness. This includes access to coaching, reflective practice, and supervision when and if required.

Reflect

Reflecting is having conversations with a young person to support their emotional and mental health. It helps a young person to make sense of their life, to develop language for their emotions.

- Within the context of an established and trusted relationship with a member of staff, young people may be provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so (Big Empathy Drawing, puppets, clay, art, emotions worksheets).
- Staff are trained to help young people move from 'behaving' their trauma, to reflecting on those experiences through empathic conversation to help them to develop coherent narratives about their lives.
- Staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
- Through conversations and interventions young people can make sense of their memories and experiences "The healthier relationships a young person has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change, and the most powerful therapy is human love" (Dr Bruce Perry).

What will happen if something goes wrong?

It is important to maintain boundaries of acceptable behaviour with all young people, so that everyone can feel safe, even after taking into consideration what is appropriate for a young

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person's developmental stage. If there has been an incident, we will keep a trauma-informed approach:

- We will not shame or show anger. If necessary, we will find the right staff member to do this.
- We will use gentle reminders of our behaviour expectations, but if they are not working we will follow our behaviour coaching process.
- If we need to, we will remove a dysregulated young person from the situation, with empathy and understanding in the moment.
- We will connect with young people before trying to correct their behaviour (using affect attunement, accepting and validating their emotions through emotion coaching).
- We will bring down stress levels before trying to reflect on actions. This may be done playfully, or through doing something relaxing together.
- When the time is right, we will reflect together in a post-incident review with the young person, being curious about the underlying feelings that caused the incident. This may involve: a logical consequence to their actions, or a meeting with parents or carers. If that is the case, it will be arranged at a later date, and we will also use it as a chance to talk about all the positive things that are happening at Endeavour too.
- We will work with the young person together to explore ways to put things right with restorative justice, in a supportive way that helps to repair relationships. As part of this, we will support by setting clear expectations, and how they can be supported by staff to maintain those boundaries.
- We may consider alternative ways of meeting need – for example a period of 1:1 work to build trust with a key adult. This may mean that the young person is removed from their usual groups for a while.

If Endeavour is no longer appropriate for a young person

We acknowledge that young people may decide that Endeavour is no longer appropriate for them, or we might feel that they are no longer engaged and interested in the programme that we offer – we do not want to simply 'occupy' our learners. If either we, or the young person, feel this is this case, we will:

- Be honest if we do not think we are able to support a young person's particular needs.
- Discuss our reasons for ending the placement with the young person and their family, making it clear that we accept their feelings and perspective as being valid. We accept that in some cases this will not be appropriate (for instance, if the family withdraw their child from our provision).
- Liaise with schools, the Progressions team, and potential future provisions as appropriate to support a transition into a new placement.

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Learner Friendly Version

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All the adults at Endeavour want to make sure that every learner is safe, healthy, and can achieve good things. To do this, we think the following things are important:

- We will meet and greet every learner in the morning, and we will use high fives or fist-bumps (or whatever you are comfortable with), because we think human contact is important.
- We will ask about what you do outside of Endeavour because we are interested in who you are and what you enjoy doing.
- We will offer you food and drink in the morning when you arrive, in case you are hungry.
- We will use the name you want us to use.
- We don't expect you to call us "Sir", "Mr", "Miss". We want you to use our first names.
- We want Endeavour to be a safe place. We won't shout at you or be angry.
- We will try to be cheerful and playful with all learners.
- We think it is important that you are able to talk to the adults who you trust. We will try to make them available for you to talk to, if there is a problem.
- We will have regular chats with you about how you are getting on at Endeavour, the things you are enjoying, and things you would like to change.
- We will ask you to tell us about things that you wish we knew, so that we can help you better.
- We will try to spot if there are problems and help you to avoid getting into trouble first.
- We will accept when you are angry with something and try to find out what caused it.
- We will help you to calm down if you are upset. We won't tell you to calm down if you are angry, though, because we know that never helps!
- We will keep you safe, this may mean we have to physically hold you to stop something dangerous happening. We will only do this if absolutely necessary. We will tell your parents or carers afterwards. You will be able to talk to someone about how this made you feel afterwards, and we will listen to your concerns.
- We will help you to understand what goes on in your body when you get upset, and the things you can do to stay calm.
- We will work with you if things go wrong and help you to try and fix things afterwards.
- If we need to have a meeting with your parents or carers, we will also show them photos and talk about the good things you are doing at Endeavour.
- We will try to find out why some things (like staying calm or not getting angry) are hard for you. We might talk about how things from your past affect the way

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your brain works, to explain why you do certain things, or find other things hard to do. We will only do this when you are ready to talk about them.

- We might have to send you home (for things like bullying others, being violent, taking drugs, causing significant damage, hurting people, and sexual harassment). If this happens, you will not be allowed to come back **until** we have had a meeting to talk about what happened, how you were feeling, and how we can help you stop it happening again.

Appendices

Behaviour Coaching

We recognise that our learners will often need a period of coaching and modelling of behaviour expectations, as part of their work on preparing to reintegrate back into school. The following is provided as a guide, but we may need to consider more bespoke approaches in specific cases.

Stage 1: Reminder of behaviour expectation – staff will use low intensity reminders of behaviour expectations (for instance, consistently reminding learners not to swear in a gentle manner and recognising early successes to positively reinforce). Reminders of shared values, such as “we are all working together”, “we are kind to each other”, and revisiting the learner friendly anti-bullying policy are all appropriate.

One framework that empathises and does not apportion blame or shame is as follows:

“I notice that you...”

“I imagine that you didn’t realise...”

“I feel that this is important because...”

“I would like you to help me fix this by...”

If this approach is not successful, it is important that staff engage in emotion coaching rather than escalate. Staff can approach the key pastoral team for advice in specific cases.

Stage 2: Emotion coaching – this acknowledges a learner’s emotion in the moment and seeks to de-escalate situations through empathy and validation. It is based on the principals that:

- learners are not punished for having emotions,
- emotional ‘first aid’ (calming and soothing) are a necessary first step; connection before correction,
- learners cannot self-regulate successfully unless they have already experienced and internalised co-regulation.

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Recognising, empathising, soothing Make a drink or get some food. Find a private space. Find a trusted adult.	Labelling of the emotion “I wonder if you’re feeling...” “I can see that you’re upset” “I can see something’s not right – can you tell me about it?”	Validating the emotion “I’m sorry that happened to you, it must have felt...” “If that happened to me, I would feel ... too.” “It’s okay to feel like that”	Boundary setting “It’s okay to feel like this, but it’s not okay to do...” “I need to keep you/others safe” “It’s not safe to do...” “It’s not a safe place to do...”
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Step 3: Logical consequences – logical consequences help learners to build internal controls and learn socially responsible behaviours. A logical consequence is not punishment, but it helps to put right and enables learners to repair relationships. It should not remove previous privileges or earned rewards.

Logical consequences must be:

- **related** to the behaviour,
- **respectful** without blaming or shaming and should be kindly but firmly enforced,
- **reasonable** from both learner’s and staff’s point of view – it should be achievable by both learner and staff.

An example would be tidying up after deliberately creating a mess – staff may be able to help so that this supports pro-social engagement and enables further conversation.

It is important that a logical consequence is only enacted when the learner is regulated and able to reflect on their behaviour. Setting out a consequence should be done in a 1:1 setting, to remove the element of public shaming.

If appropriate, staff should coach learners to suggest their own logical consequences, as this encourages responsibility.

After the logical consequence is completed, staff should praise the positive behaviour as a way to close the incident and focus attention away from the negative behaviour.

It may be that the logical consequence is that the learner leaves the group or goes home early specifically to improve feelings of safety for others in the group. This will be done in line with the provisions set out below, in the section titled “Removing a Learner from Provision”.

Step 4: Post-incident review – when learners are calm and ready to reflect, for example at the end of the day, or after eating. Staff should consider whether the learner is ready to have this conversation and ensure that it happens in an appropriate environment (not rushed, in a calm and comfortable space).

It should be a learning opportunity for both learners and staff to identify:

- How the learner felt during the crisis, and how they could manage these feelings more positively in the future.

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- What led up to the incident – what were the underlying causes and feelings for the learner.
- How staff used techniques to de-escalate or physically manage situations.
- Ways to coach emotional literacy and emotional intelligence for learners.

Conversations must avoid blaming or shaming but instead be supportive.

- Listen to the learner with empathy and curiosity – *“what happened, and how did that make you feel?”*
- Link the emotion to the behaviour – *“when you felt ... you did”*
- Learn what could be different next time – *“next time you feel like this, what might you do?”*

It is important to link behaviour to emotions, rather than responses to actions, so that learning is universal, and can apply to lots of different scenarios.

Step 5: Restorative justice – when someone was affected by the behaviour. This may be done with key pastoral staff at a different time and place (perhaps as part of a more formal meeting).

The 4 core values for restorative conversations are:

- Everyone should feel safe
- Everyone should feel valued
- Everyone should feel heard
- Everyone should feel included

Staff facilitating meetings encourage everyone to use neutral language and avoid blaming or shaming. It may be useful to establish some rules at the start, such as depersonalising problems (cannot describe them as “your”), and requiring participants in the meeting to start statements with *“I feel...”*, rather than *“you did...”*. Establishing emotional impact can help promote empathy between participants. Summarising what is said is a means of validating participants’ emotions.

One framework that empathises and does not apportion blame or shame is as follows:

- “I notice that you...”
- “I imagine that you didn’t realise...”
- “I feel that this is important because...”
- “I would like you to help me fix this by...”

As learners become more proficient with the technique, they can be encouraged to do this independently. A structure of **Stop** – **Calm** – **Do** might be useful to facilitate this (**Stop** and notice how you feel, **Calm** with a calming-down trick, and **Do** the problem solving together).

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Risk Assessment and positive behaviour management

As part of the referral process, we will complete a behaviour risk assessment, which will be stored in the learner's individual learning plan. This will be accompanied with positive behaviour strategies that should be used to limit triggers.

Where appropriate, we will seek additional guidance from referring agencies, parents, or the young person themselves. This may take the form of a "I wish my teacher knew..." conversation as part of the induction process, where information has not already been captured through the student voice section of the referral form.

A review of this risk assessment is triggered following any behaviour incident which is reported to the Local Authority but may also be triggered for other incidents not reported (following a post-incident review), or following feedback from parents or carers, or the young person themselves.

Positive Handling

Positive Handling will be done in accordance with appropriate training, which has been rolled out across the staff team. The following provides some context on the use of reasonable force in education settings.

Physical Contact

Proper physical contact occurs in situations where touch is required in the course of instruction (eg outdoor adventurous activities) or to console, reassure, or celebrate success with learners.

Physical Intervention

The use of minimal force to redirect or guide a learner away from a situation where they could become dysregulated. It is important to note that this is not coercive and should be accompanied with attempts to relate or regulate with learners. Reasonable force in the context of physical intervention may include interposing to prevent a learner from attacking another, blocking a learner's path, escorting or herding a learner away from a situation. It is no more than is required to achieve the objective, and should take into consideration the age and physical condition of learners

Physical Control / Restraint

The use of reasonable force to prevent immediate risk to learners, staff, or property. Members of staff have a legal power to use reasonable force to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. Within the Endeavour context, we consider that reasonable force may be required to prevent a learner entering a dangerous area, undertaking a dangerous activity, hurting themselves or others. It **must** not be used as a punishment, nor can it be used when searching for prohibited items identified below, in the section titled prohibited items.

Whilst positively handling a learner, it is essential that staff continue to support them through techniques to co-regulate and reassure, to explain what is being done and why, and to outline what needs to happen for physical restraint to no longer be considered necessary (using clear language and repeating often). A hold should be relaxed as soon as the learner complies.

Staff should seek additional support from other members of staff during any physical intervention if possible.

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Reasonable force does **NOT** include:

- losing temper or control
- prolonged verbal exchanges or arguments
- being held face down or held so that breathing or blood flow is restricted.
- having limbs twisted or pulled back against a joint (including bending fingers back)
- pulling hair
- slapping, punching, kicking, tripping
- touching sexual areas
- corporal punishment

Any incident that requires positive handling will be reported in line with the incident reporting system, and a note of the incident logged. Following this, a review of the specific use of positive handling may be undertaken by the safeguarding team or senior staff to ensure appropriate learnings are identified. This may constitute a low-level concern and may prompt further action.

Any cases where injury has occurred may need reporting to HSE through RIDDOR, in line with the Health and Safety policy. Records of positive handling incidents will be reviewed to identify patterns and trends, which will inform risk assessments and behaviour management plans.

Parents or carers, the safeguarding team within the learner's home school, and the Local Authority will be informed on the same day that positive handling was used, with the incident record shared with the Local Authority within 24 hours.

Following any incident, staff should be supported with an informal check-in before the end of the day, and then a more thorough debrief within the following 48 hours. It may be that more formal counselling is appropriate in certain cases, where requested by the member of staff.

Incident reporting

Following an incident, staff will consider their response in line with the Behaviour Coaching above, which could be:

- An immediate verbal challenge to the behaviour – and reiterating the behaviour expectation,
- Calling for additional pastoral support,
- Separation from the group to coregulate,
- Discussing and enforcing a logical consequence with the learner,
- Removal from the provision (see the next section),
- Record the incident and flag it with senior staff.

Following an incident, we will follow our standard procedures – this may involve meetings with the young person, their family, and referring schools and local authority representatives (in the case of AP learners).

Once an incident has been reported to senior staff, it may be deemed necessary to escalate the report to either the safeguarding team or the local authority (in the case of alternative provision learners).

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Where the behaviour is considered to be bullying, this will be logged. Repeated incidents of bullying are expected to be brought to the attention of the safeguarding team, to consider any contextual factors at Endeavour. The safeguarding team will meet regularly throughout the year, and this will form part of the standing agenda. As part of this, the trustee with responsibility for safeguarding may be updated with any actions taken.

Calling for additional pastoral support

The staffing structure within the Alternative Provision includes key pastoral support which is not directly delivering to learners. In the event of a learner being dysregulated within session, staff may deem it appropriate to call for additional pastoral support to separate the learner from the group and co-regulate. This will follow the behaviour coaching process (stages 2 to 5).

This will trigger a review of the behaviour risk assessment and positive behaviour management strategies, and temporary additional support may be required for future sessions.

As part of the risk assessment for a group of learners, it may be deemed appropriate for key pastoral support staff to pro-actively contact the lead staff for a 'weather check', to see how the group is getting on, and to prompt a discussion of whether the session needs to be cut short.

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Removing a learner from provision

Serious behaviour that puts people at risk of harm, or causes significant damage may lead to learners needing to leave site, includes;

- Bullying
- Violence
- Dangerous or risky behaviour
- Drug taking
- Significant damage
- Sexual or racial harassment

Following a behaviour incident, the following steps should be followed:

1. Contact made with management to explain situation, to seek advice, with the possibility of removing the learner from site, or collecting from off-site visit.
2. Management to discuss the situation and consider the logistics of any potential removal.
3. Learner to be removed from group (where practicable) and be with an adult that they trust.
4. School will be informed of situation (by key, non-delivery staff where possible) and the intention to remove from provision. At this stage it should be made clear that learners should not attend again until after a formal review has been completed.
5. Home contact will be made - during home contact, parental permission sought for learner to leave site.
6. If parental permission is granted, transport for young person to be arranged (eg parent to collect).
7. Details of the incident to be logged in the Daily Tracker and a Local Authority incident form completed **on the same day**. If injury or damage to equipment has occurred, a record of the incident will also need completing on Endeavour's Atlas system.
8. Local Authority Incident form to be submitted via Anycomms, and school informed.
9. Meeting date arranged with progressions, school, and parents/carers. The expectation is that the school will liaise with the parents/carers in the first instance.
10. Learners are not to attend until a formal review meeting has been held, to discuss the behaviour, identify future mitigations, restate boundaries, and identify future consequences.

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Formal Review Meeting

We intend to incorporate elements of restorative practice in meetings where appropriate – although it may not be appropriate to have all parties to an incident present. These elements are contained within these 4 core values:

- Everyone should feel safe
- Everyone should feel valued
- Everyone should feel heard
- Everyone should feel included

Facilitators for meetings encourage everyone to use neutral language and avoid blaming or shaming. It may be useful to establish some rules at the start, such as depersonalising problems (cannot describe them as “your”), and requiring participants in the meeting to start statements with “*I feel...*”, rather than “*you did...*”.

One framework that empathises and does not apportion blame or shame is as follows:

- “I notice that you...”
- “I imagine that you didn’t realise...”
- “I feel that this is important because...”
- “I would like you to help me fix this by...”

The standing agenda for a formal review meeting:

1. Photos of achievements laid out on the table for young person to identify for parents/carers and others in the room, to set a more constructive tone for meeting.
2. Brief outline of incident for benefit of participants who have not read the incident report – this should be a factual chronology. Decisions made by staff should be highlighted at the appropriate time.
3. Discussion of what happened from the learner’s point of view:
 - 3.1. “Can you help me to understand what happened, and what you were thinking?”
 - 3.2. “Can you show me what you were feeling at that time?”
 - 3.3. “What is the hardest thing about this (ie. the situation that led to the incident) for you?”
 - 3.4. Summarise their account with empathy, and check in for meaning (“have I got this right?”)
4. Identify and explain what was happening with mental state talk, with emotional literacy to help learner to identify what is happening in their body.
5. Explore, in a non-blaming context, how others might have felt during and following the incident, and allow the learner the opportunity to acknowledge the validity of these alongside their own feelings.
6. Identify suggestions (starting with the learner’s own ideas) of what could be put in place to prevent the same situation from occurring again, checking in with learner that they understand what will be different. Make an explicit link for responses to emotions, rather than reactions to specific actions (“when you feel this way again, what could you do?”)
7. Identify opportunities to repair relationships with others, including how others can repair relationship with the learner.

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8. If the learner is unable to see how they might improve the situation with their peers or staff, Endeavour will consider alternative options, for example 1:1 work to rebuild trust with a key adult. However, it may be that at this stage Endeavour considers that we are unable to meet the learner's (and others') needs.

When a learner leaves Endeavour's provision

Where appropriate, we will continue to attend meetings regarding the young person through the transition period.

We will complete academic reports for the local authority for the remainder of the term.

We may make available our behaviour risk assessment and positive management strategies, as appropriate.

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Allegation of behaviour that gives rise to a safeguarding concern between learners

This could include:

- Sexual harassment
- Sexual abuse
- Causing sexual activity without consent
- Taking indecent images of children (including upskirting or semi-nudes)
- Serious violence or physical abuse, causing bodily harm
- Other cases of criminal abuse

When dealing with any behaviour that gives rise to a safeguarding concern;

- Treat any disclosure as if it is true – remember that it could happen here
- Make clear that there is a zero-tolerance approach to behaviour that causes concerns
- Victims should be supported and reassured – special attention should be paid to not making them feel ashamed, and explanations about the law existing to protect children and young people, not criminalise them.

Following a report of any behaviour that gives rise to a safeguarding concern:

- Separate perpetrator from victim and have both under supervision.
- Seek DSL or DDSL; it is expected that a safeguarding referral will be made.
- If the behaviour involves nude or semi-nude images, **staff should not view or forward illegal images of children**. It may be more appropriate to confiscate devices for surrendering to the police.
- Ensure wellbeing of victim, and make arrangements for them to go home, if that is what they want.
- Speak to victim, and record what is said in as much detail as possible, without adding your own opinion. Use the principles of Tell me, Explain, Describe and open questions. It is important **not** to interrogate or investigate at this stage. When reporting serious incidents like this, having two staff present whilst a written record is made is best practice. **A written record of the young person's own words is essential.**
- Speak to perpetrator, and record what is said in as much detail as possible, without adding your own opinion. Use the principles of Tell me, Explain, Describe and open questions. It is important **not** to interrogate or investigate at this stage. When reporting serious incidents like this, having two staff present whilst a written record is made is best practice. **A written record of the young person's own words is essential.**
- Following the procedure for removing a learner from provision for both victim and perpetrator.
- Establish witnesses in the area and collect testimonies. Record what is said in as much detail as possible, without adding your own opinion.
- Identify if CCTV coverage is available, and secure footage (in line with the CCTV and Surveillance Policy).

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- Complete a written report using the safeguarding disclosure or concern and submit to the DSL or DDSL. Record full details: dates, times, names, factual observations, and what happened in the young person's own words. Do not include supposition or opinion.

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Prohibited items

The following are prohibited in statutory guidance, and are not allowed on site, and **must** be confiscated by staff:

- knives and weapons;
- alcohol;
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images.

Whilst vapes and electronic cigarettes are not included in this list, it is illegal for them to be sold to children under 18, and illegal for them to be bought on their behalf by an adult. Therefore, they are not allowed on site and **must** be confiscated by staff if they have been seen.

Conducting Searches

Where a member of staff suspects that a learner has a prohibited item, they can ask that it be handed over voluntarily, for the staff to confiscate it. At this stage, a safeguarding referral should be made at the earliest opportunity, and the incident reported as normal.

If the learner refuses to hand over the item, staff have the legal right to conduct a search. However, as this will likely develop into a safeguarding concern and incident, staff should notify a member of the safeguarding team (Designated Safeguarding Lead or deputy) and ask that they attend. From that point on, the safeguarding team member should take the lead in handling the incident.

At this point, the safeguarding team member should ensure that the young person is supported as much as possible to make positive decisions on their behaviour. This may involve using techniques described in the section in the policy entitled “**what will happen if something goes wrong**”. They should explain why they need to be searched, how and where it will happen, and give the opportunity to ask questions. They should also inform the learner of the consequences of this incident, at an appropriate time; specifically that it will need to be logged as an incident, and that we may have to do things to keep them safe, and have follow up meetings with the school and their parents or carers. A refusal to co-operate may also involve calling the police.

Where a learner refuses to co-operate, there is a legal right to use reasonable force to search for prohibited items only. It is **not** allowed for items (such as vapes) that are not prohibited in statutory guidance (which includes mobile phones or vapes).

In the aftermath of a search conducted under duress or that involves the use of reasonable force, there will be serious repercussions for the learner’s relationship with individual staff

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members, and Endeavour as an organisation, and may risk triggering traumatic memories for some of our learners. Members of the safeguarding team are best placed to evaluate this risk and should bear in mind that a trauma response could be the reason for the refusal to co-operate.

A search with reasonable force should only be done as a last resort, and where there is a clear reason to suspect the learner has a prohibited item. If there is a concern that there will be immediate risks of harm to learners, it may be more appropriate to inform the police.

When a search is carried out, it should be undertaken by a member of staff of the same sex as the learner. It should be in a secluded space, and the learner should be given time to regulate and understand what is being required of them. Endeavour staff can only search outer clothing, pockets, bags, and lockers. No clothing other than coats, hats, or shoes should be removed by the learner.

Details of the search should be recorded and reported as an incident to the Local Authority, parents, and the school. Additionally, the nature of prohibited items means it should also be logged as a safeguarding concern. The report should state:

- the date, time, and location of the search
- who was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, (if any) were found; and
- what follow-up action was taken as a consequence of the search.

Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable, and parents should be informed of anything that has been confiscated.

Confiscated items **cannot** be returned to learners if they are prohibited. This also includes vapes and e-cigarettes, as it is illegal to supply these to people under 18 years old. Prohibited items may need to be handed in to the police, or may be disposed of, depending on the nature of the item and whether it may be considered to be classed as evidence.

Where a phone is suspected to have indecent images of children (such as nude or semi-nude images), it is an offence to intentionally view the image. In this case, a member of the safeguarding team should be informed, and there should **not** be a search for images by other staff. Subsequent action should be taken in line with current government advice. It may be most appropriate to confiscate the device to surrender to the police.

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Mobile Phone Use

In Early Years provision, personal mobile phones are not permitted for children. Any use of digital devices will be adult-led, supervised and linked to learning. Positive online behaviour is taught through modelling, structured activities and consistent reinforcement of expectations around kindness, privacy and safe communication.

In line with government advice, mobile phones are not allowed to be used by learners throughout the day. As our sessions are often not delineated between 'lesson' and 'break' time, this covers the entirety of the day with us.

Our anti-bullying policy recognises that mobile phones can be used to cyberbully, through social media and video capturing technology.

We are aware that some young people, their phone acts as a 'safety blanket'; thus, forcibly removing phones could increase tensions and trigger trauma response.

We also recognise that mobile phone use can feel addictive, and that for some young people who have not attended education for a time they may have developed daily habits around their phones. They may use their phones as a means of self-regulating with difficult emotions.

Therefore, we will follow a flexible approach that allows staff to build positive relationships with young people and encourage their social development and develop their self-regulation. Staff will continually prompt learners to put their phones away, in a gentle but persistent way.

If learners find it difficult to disengage from their phones, Endeavour can provide secure lockers with charging facilities to help learners manage their phone use. Learners that need to communicate with parents or carers will be offered Endeavour staff phones to do so at appropriate times during the day.

If phone use becomes a problem, we will follow the "**what will happen if something goes wrong**" section of this behaviour policy, and a member of the key pastoral support team may become involved who can take the lead in managing the situation. In such situations, if a learner is using their phone to self-regulate we will work with them to develop alternative methods.

Where learners are able to, we can allow them to keep a phone switched off on their person, provided that they respond to staff prompts to keep it off and out of sight. Alternatively, we can work with parents or carers to ask that learners do not bring their phones onsite. It may be helpful to discuss the addictive nature of mobile phones *by design*, and frame this as enabling the young person to 'take control of' their phone use, rather than their phone having control of them.

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Trauma Informed Practice Glossary

Affect Labelling

Putting feelings into words – labelling emotions calms the stress response system in the brain. Without the ability to symbolise feelings, they can become unmanageable and frightening.

Affect Attunement

Using voice (prosody and volume), body language and facial expressions to match the emotional intensity of a child – rather than using low-intensity and neutral tone, body language, and facial expression. This aims to connect emotionally with a dysregulated young person, to enable co-regulation.

Attachment Play

Play involving engaging pro-social systems for young people who have insecure attachment to adults around them. This involves sharing moments of joy, with eye contact and maximising facial expressions.

‘Behaving’ trauma or feelings

Behaviour that is a consequence of a lack of affect labelling – young people in distress who lack the ability to symbolise emotions have less ability to regulate them. Behaviour like this is seen as a direct response to trauma that young people have experienced, and may be a re-living or it, or a reaction to it.

Blocked Trust

Young people with too many experiences of betrayal, hurt or fear with key adults in their lives are socially defensive, and will assume all adults are untrustworthy (and will hurt them at some point, even if it isn't now). Adults will need to be patient whilst they earn the trust of young people with blocked trust and surprise their expectations of how adults 'should' behave (by being playful and socially engaging). An example of this is 'crossing the transaction' - reacting in an unexpected, positive way to a deliberately provocative action by a young person.

Containment

This is where an emotionally available adult is able to stay thinking about, and feeling about a young person's intense emotions, without deflecting into action, distraction, or getting angry. This involves empathising and reflecting painful feelings and staying emotionally stable. By doing this, a child feels supported and the adult can offer emotional education on naming and processing unmanageable feelings.

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Co-regulation

Adults who have established an emotional connection with a young person in distress (through affect attunement and PACE), gradually soothing the young person through reducing their emotional intensity. Very young children need adults to co-regulate them, and where this care is missing, older children will need supporting in the same way.

Emotionally Available Adult (EAA)

A trusted adult who is able to hold conversations about difficult subjects with young people, without trying to fix things, or deflect the conversation. This involves being warm and empathetic, and allowing the young person time to express their feelings.

Mental State Talk

Conversations where the adult is very clear on naming the feelings a young person experiences and matches the intensity of the feelings with affect attunement. This use of empathy creates connections and engages systems in the brain to calm the stress response.

Mentalisation

The ability to understand our mental state, and to consider those of others; thinking more about emotions underlying and fuelling behaviour. The capacity to mentalise helps with regulation and resilience.

PACE

An approach defined by Dr Dan Hughes: Playful, Accepting, Curious, Empathetic. Adults working with young people who are dysregulated accept their feelings are valid, are curious about what is causing these emotions, and show empathy in their interactions. Keeping a light (or playful) approach, instead of being very serious, is often appropriate (but not always).

Safety Cues

These are tones of voice, facial expressions and body language that encourage a young person's social engagement, instead of social defensiveness. They are non-threatening, and do not trigger threat responses of fight or flight responses.

Relate – Regulate – Reflect cycle

Sometimes known as 'connecting before correcting', this is an approach to young people who are dysregulated and exhibiting challenging behaviour – staff will relate to their emotional state (using affect attunement, acceptance of emotional state, and empathy for their situation, *before* attempting to correct behaviour through co-regulation, and reflection on the causes and consequences of the behaviour.