

Branas School

Behaviour Policy

2025 – 2026

Article 3

Adults should always do what is best for you.

Article 12

You have the right to be listened to and taken seriously.

Article 31

You have the right to relax and play.

Article 37

You have the right not to be punished in a cruel or hurtful way.

Article 40

You have the right to legal help and to be treated fairly if you’ve been accused of breaking the law

This policy has been underpinned by and takes into account the following **Welsh Government Guidance**:

- **097/2013** Safe and effective interventions
- Use of reasonable force and searching for weapons (March 2013) – Welsh Assembly Framework for Restrictive Physical Intervention Policy and Practice (March 2005)

Implemented	By Whom	Last Review	By Whom	Next Review
September 2024	G. Ashley	September 2025	G. Ashley	September 2026

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
Sept 2024	1	Gillian Ashley	Review and amendment
Sept 2025	2	Gillian Ashley	Review and amendment

Description and Ethos of Branas School

OUR CULTURE AND ETHOS

Branas school is an independent special school for boys aged 11 – 18 years who have a history of harmful behaviours. The school is registered for up to 25 young people and consists of KS3, KS4 and 5 classes. As a community we are able to support young people with early childhood trauma and additional learning needs. We offer a secondary education which includes English, Maths, Science, Humanities, Art, PE, Careers, Music, PSHE and Careers. Specialist teachers offer individualised sessions for young people who have gaps in their learning. We are a registered AALA centre which enables our young people to develop their self-esteem and confidence, learning skills outside of the traditional curriculum through climbing, hill walking and kayaking. All young people access a range of qualifications including GCSE's, Functional Skills and AQA Awards. Careers lessons prepare them for life beyond school and transition in to college.

Branas Isaf is an integrated model of care which incorporates Education, Therapy and Care as a support system for young people. Therapy includes the Good Lives Model (GLM) which is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency.

OUR SCHOOL

Branas School is committed to developing respectful and supportive relationships with all young people. We recognise that our young people bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our young people learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

THE VISION

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR LEARNERS

EMPOWER OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY

NURTURE OUR LEARNERS TO **ACHIEVE**

AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

“Community with learning, is a community with heart”

“Cymuned a’i chynefin, sy’n chymuned â chalon”

OUR MISSION STATEMENT:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our young people develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

2. BEHAVIOUR EXPECTATIONS AND SUPPORTING SYSTEMS

At Branas School we offer a child-centred approach to education which promotes and develops our young people to be:

- Curious, proactive learners who are open to new learning experiences
- Innovative and enterprising citizens of Wales and the world
- Respectful, productive independent young people becoming valued members of society

Our systems are designed to promote positive behaviours which enable young people to be resilient learners. Underpinning the behaviours are proactive expectations:

- Stay calm and behave safely
- Allow others to learn
- Be respectful and tolerant of others
- Listen carefully and follow instructions
- Work hard and do your best

At Branas school we recognise that positive behaviour is fostered through the robust systems in place to promote and encourage behaviour where possible and challenging and correcting disruptive behaviour. The teaching staff foster respect and it is a core part of communication and relationships in the school. Good behaviour is an essential part of life in the Branas community and it enables all young people to participate and enjoy the varied range of learning experiences on offer. The development of the whole child through the integrated system of care, therapy and education helps to enable our young people to enter the wider world with a developed understanding of the expectation of behaviour and how to manage their own behaviour. There is a collective understanding of safe boundaries and expectations which are reinforced positively and consistently across the 3 disciplines. Communication with our young people and teams works to support all and in particular those who may have additional learning needs.

Classroom Management

In order to help reluctant young people engage in education, teachers should pay attention to social order and physical structure in their classroom to provide an appropriate learning environment. They do this by consistently following the principles of good classroom

management. The Headteacher routinely monitors classrooms formally and informally to ensure that these techniques are consistently applied.

- Classrooms are free of clutter and mess. Physical space is clean and well-kept.
- Young peoples' work is well organised, easily accessed and regularly assessed.
- Appropriate resources for the lesson are organised and on hand prior to start.
- Lessons adhere to agreed format, and with understanding of adaptive teaching, differentiation and inclusion, and allocation of resources and support staff.
- Young people enter the room in a calm manner.
- Teachers direct where young people sit. They encourage young people to take responsibility for their personal work area.
- Young people are aware of 'reflection' areas in the school.
- Teachers use the school reward system and house points to encourage and praise desired levels of engagement and achievement. These should always be visually available to young people.
- Teachers introduce the lesson objectives at the start of every lesson.
- Teachers use the behaviour flow chart to determine consequences and sanctions
- Teachers control the working environment and dictate the lesson structure.
- Teachers direct and work collaboratively with the support staff available for the lesson.
- At the end of the lesson young people remain quietly in their seats waiting for the teacher to direct the manner in which they should leave.
- Teachers never leave their classroom unattended or unsupported during lesson time, unless cover is agreed.
- Teachers plan lessons that allow adequate time at the beginning to settle and present starter activities and allow time at the end to offer a plenary and reflect on the points for the lesson.
- Teachers begin each lesson with an appropriate and relevant starter activity
- Teachers organise the room by organising young peoples' work, resources and materials before the lesson
- Help foster a sense of pride and ownership in young people's learning environment by displaying their work and encouraging them to keep classrooms clean and tidy

a) Transition and Break Times

The periods in the school day where young people are out of the classroom, either in transition between classes or at break times, are often the most difficult times to manage effectively. It is essential that staff communicate and work together to ensure that these periods flow as smoothly as possible and that young people arrive for their next lesson or break on time.

Each young person has assigned support staff who act as Learning Support Assistants. It is their responsibility to support in class and guide young people effectively at transition times. Teachers should wait at the door of the classroom at beginning and end of lessons to monitor young people's movement, assist in transition and make sure that they leave and enter classrooms in a calm and orderly manner. Support staff and teachers who are not teaching in the next lesson should support this process by placing themselves strategically to pre-empt any issues at this time.

At break times all young people are guided by their support staff to the common room to spend breaks where they are supervised by their staff. At the end of break time the procedure should be managed in reverse, where young people are supported to the classroom for their next lesson.

During lunchtime, young people can play chess after eating. Some young people may wish to access the reflection room and certain classrooms are available as quiet spaces.

ii) THE STRUCTURE OF THE SCHOOL DAY

Generally, most young people at Branass School respond well to the consistent structure to their school day. We take into consideration the needs they may have regarding remaining focussed; socialising with peers and participating in group activities. The routine of the school day, the timetable and length of lessons provide an appropriate structure to meet these needs.

iii) INCENTIVES, REWARDS AND SANCTIONS

Rewards and incentives:

The school operates an incentives and rewards system based on reward points. Every young person can earn points each lesson by following the classroom and behaviour expectations.

At the end of the lesson, the plenary is used, in part, to review each young people's points for that lesson. Young people NEVER lose points during a lesson but may not achieve them.

At the end of each week, awards and rewards such as certificates and reward prizes are given on the basis of points earned over the week. They are presented in the weekly achievement assembly, along with individual awards such as reader, learner and citizen of the week.

Sanctions:

Time Out

Sometimes young people may struggle to maintain their behaviour within the group. They may become disengaged from the lesson and disrupt the learning of others. When other strategies have been exhausted it may be appropriate to direct them to an alternative area to give them time and space to re-engage in their learning.

Time Out could take place in the reflection room. It should not take place in the corridors or on the stairs. An alternative to the reflection room is the focus desk. Teachers may direct a young person to work at the focus desk with the expectation that they continue with their work outside of the classroom environment and with the supervision of the RSW and overseen by the Head Teacher.

Proactive planning:

Sometimes a young person presents a significant risk in a particular classroom, using specific equipment or on an offsite activity. It may be appropriate to make alternative arrangements to maintain their safety until there has been a review of the risk assessment. It is important to understand that these arrangements are not a punishment, but are necessary to minimise risk of harm to self, others or damage to property.

Should behaviours continue to cause serious concern for the wellbeing of the young person or those about him, then consideration of an exclusion may be appropriate (see below).

iv) EXCLUSIONS

Branas School believes that exclusion is often counterproductive when working with young people who have experienced rejection from education in previous school placements. However, there may be occasions where the actions of a young person may lead to no alternative on the grounds of safeguarding for them and those around them.

The school does not take the decision to exclude lightly. All exclusions must be authorised by the Head Teacher. Exclusions are governed by the guidance issued by the Welsh Assembly Government – this defines the process that must be adhered to should an exclusion take place.

Reasons for Exclusion:

The decision to exclude a young person should be taken only:

- In response to serious breaches of the school’s behaviour policy; AND,
- If allowing the young person to remain in school would seriously harm the education or welfare of themselves or others in the school.

Acts that may result in exclusion:

- Acts of threatened or actual deliberate physical violence against young people and staff
- Acts of extreme or constant disruption leading to serious instability in the class or school group
- Acts of drug or alcohol misuse whilst on school premises or supplying drugs
- Extended periods of non-cooperation in the school routine involving or leading to previous acts
- Acts of sexual abuse or assault
- Acts of general, sexual, racial, or homophobic bullying
- Possession, use or threatened use of an offensive weapon
- As a result of safeguarding allegation

Given the nature of our young peoples’ needs and difficulties, we do not use exclusion as an automatic response. Each situation is treated on a case-by-case basis: assessing the level of risk; considering the needs of all those involved; and reviewing the wider context in order to decide whether exclusion is appropriate.

For a more detailed description of our approach to exclusions, please refer to the school Exclusions Policy.

v) PLANNING FOR THE INDIVIDUAL

Careful and accurate planning that takes account of the social, emotional and learning needs of individual young person is essential to increase levels of self-esteem and inclusion, and reduce disruption to learning.

This planning begins at the referral stage and continues to evolve throughout the young person's time with us. We use the following systems and procedures to assess and identify a young person's needs and ensure our documentation and processes give them the right support.

- a) The Referral and Assessment process
- b) Baseline assessments, tracking and review
- c) Risk Assessments and Behaviour Plans
- d) Individual Learning Plans
- e) Personal Education Plans and EHC Plans
- f) Differentiation

MANAGING CHALLENGING BEHAVIOUR

BEING PROACTIVE

Taking a positive and proactive response by challenging unwanted behaviour early may prevent a situation from escalating.

Early intervention in school relies on staff being consistent, vigilant and appropriate in their response. All staff:

- challenge the behaviour and not the individual (assertive support)
- praise appropriate responses and choices
- encourage the young person to take responsibility for their actions
- allow the young person the opportunity to explain their actions
- ensure initial intervention is early but low key
- offer the young person alternative choices – the "way out"
- attempt to diffuse and distract early on, to refocus the young person on the task
- are clear and assertive in their expectations of young people
- offer constant reminders and praise to the class or individual to keep the focus on learning

RECORDING AND MONITORING OF INCIDENTS

Incidents are categorised as low level or serious. Low level incidents that cause disruption in lessons are recorded on Behaviourwatch by the subject teacher. The Home Managers are made aware in the daily debrief minutes which highlight the incidents. Some low level incidents may have a sanction as a result or any work missed may be sent home for

homework. Serious incidents that are not diffused quickly must be recorded in the Incident log on the staff drive.

This includes:

- behaviour requiring time out/reflection
- disruption to another young peoples' learning
- refusal to engage in tasks
- disrespectful behaviour to others
- damage to school property.

These records provide a full record of sanctions and help to monitor behaviour in school. They can help identify patterns of behaviour, and flag up issues that may require a change in approach for a particular young person. They can also be evidence of progress.

Serious incidents are also formally recorded on an Incident Report. These reports will be attached to the young person's file and copied to the Registered Manager and the therapist to ensure that there is a consistent approach across care, therapy and education. The Registered Manager will send copies to the social worker.

Patterns of poor behaviour are also discussed at Placement Planning Meetings (PPM), Risk and Referral meetings and may lead to a multi-agency response.

RESTRICTIVE PHYSICAL INTERVENTION

At times there is a need for staff to physically intervene when a situation has reached a point that the safety of the young person and those around them is at risk. All staff at Branäs School are trained to manage conflict and challenging behaviour using MAYBO skills and techniques.

Restrictive physical intervention at Branäs Schools only occur with regard to the following legislation:

- Safe and Effective Intervention Guidance document no: 097/2013
- Children's Act 1989 / 2004
- Education Act 2002
- Education & Inspections Act 2006
- The Human Rights Act 1998
- European Convention on Human Rights and Fundamental Freedoms
- Use of Reasonable Force: Advice for Headteachers, staff and governing bodies

Within the context of these documents, physical intervention only occurs if one or more of the following circumstances is true:

- The young person is harming themselves or is in danger of harming themselves
- The young person is harming others or is in danger of harming others
- The young person is committing acts of damage on property
- The young person is causing major disruption to the education of others or disorder in the classroom or about the school.

This is different to the guidance for RSW's working in young peoples' homes.

Following an incident involving physical intervention, staff complete a Physical Intervention Report within 24 hours of the incident occurring. The Physical Intervention will be logged in the central log and a notification sent to the Registered Manager. The Registered Manager will notify the placing authority. A Part 2 report must be completed and authorised as complete by the Headteacher within 5 working days of the incident occurring. Once authorised, the fully completed version will be copied and sent to the Registered Manager.

A young person will be given the opportunity to reflect on the incident and should be offered the chance to contribute to the written Part 2 report. They will be offered the opportunity to seek medical advice, if needed, and to speak with someone about the incident other than those involved.

Staff involved in an incident will be offered the opportunity to reflect on what happened as part of a de-brief. If the Headteacher believes that there has been poor practice and improvements are needed they will report this to the member of staff with line management responsibility for the staff involved.

Dependent on the nature of the incident and the outcomes, it may also be necessary for Senior Management to revisit the risk assessment and behaviour plan for the individual to ensure that it is still accurate and appropriate.

FOR FURTHER INFORMATION PLEASE SEE APPENDIX D

COMPLAINTS & REPRESENTATION

Every young person has the right to make a complaint about something that has happened to them. This includes any grievance they may have about the initiation, method or outcomes of any process of behaviour support occurring in the school day.

A young person may wish to make an informal complaint or make use of the formal process, as documented in the Branas School Complaints Policy. All complaints should come through the Headteacher during the school day, or other senior manager in absence. A young person may ask a member of staff to advocate on their behalf, but the advocate must still come to the Headteacher.

Whilst the details of an informal complaint are not formally investigated, a log note must be made of the complaint and its nature in the Complaints log. The Headteacher will make enquiries and seek resolution of the matter without recourse to the formal procedure, yet subject to policy timescales.

If a young person wishes to make a formal complaint this is recorded in the complaints log and accessed by the Headteacher and a formal investigative procedure is followed and recorded, with timescales for resolution agreed.

Should a complaint raise a safeguarding concern, the Headteacher will follow the school Safeguarding Policy.

It is the right of every young person to have access to an advocate should they request. The advocate is able to help and empower the young person express their views and wishes where otherwise they might find it difficult to be heard. Should a young person request such representation the school has a duty to ensure that this happens.

FOR FURTHER INFORMATION PLEASE SEE BRANAS SCHOOL COMPLAINTS POLICY

STAFF DEVELOPMENT & SUPPORT

In order for members of the staff team to achieve a level of consistency in their working practice with young people they must be given the opportunity to develop their skills as a team and given regular opportunity to communicate and reflect. Such opportunities can be divided into the training and development offered to staff throughout the year, and the support networks in place for all staff allowing for them to discuss issues, reflect on practice and communicate problems; either as a group or on an individual basis.

i) CONTROL & RESTRAINT TRAINING

All staff working as part of the teaching team undergo formal training in the use of physical intervention, de-escalation techniques and methods of self-protection. This takes the form of a three day course under the tuition of an accredited MAYBO provider and provides the framework in which staff can operate should incidents occur or restrictive physical intervention be required.

All staff are required to take part in this course during their induction period or soon after and to participate in a refresher course every 12 months.

The teaching staff team endeavour to use time during weekly staff meetings to refresh the use of methods as taught in the course. This gives the opportunity to reflect on incidents occurring and consider the methods used, and whether effective or appropriate to the situation.

ii) CONTINUING PROFESSIONAL DEVELOPMENT & TRAINING

The school timetables six INSET days into the school year with provision for an extra 2 if needed. CPD focuses on the needs of the staff team with regards to their understanding of Additional Learning Needs and the needs of the young people in our care. CPD may involve teaching practices, understanding current legislation and its application, Health & Safety requirements or the processes young people experience in their lives to bring them to the school and how we work with these effectively.

CPD targets the particular needs of the staff group to enhance their knowledge and improve working practices to effectively meet the needs of the young people.

The Headteacher identifies the CPD needs and arranges the programme. All teaching staff are expected to attend CPD days and participate fully in the training on offer.

All teachers attend in house training on:

- Trauma informed practice
- Harmful sexual behaviour
- Maybo – restraint training
- Good Lives model

iii) SUPERVISION & APPRAISAL

The supervision of staff is an essential way of allowing them to have individual time with a line manager where they can explore working practices and discuss issues in confidence. As a two way process the supervisor also has the opportunity to explore the same from his/her perspective, with both parties contributing to the agenda.

Supervision for all staff is the responsibility of the Headteacher, and occurs once per term and for a minimum 1 hour period. Supervision dates are arranged in advance to allow for preparation, and both parties sign a supervision contract committing them to participate within certain guidelines. Supervision notes are confidential between supervisor and supervisee unless anything disclosed is either requested/agreed to be shared with a third party or involves a child protection issue. At the end of the supervision the supervisor takes a copy of the notes, to be filed in a secure area, and the supervisee keeps the original notes. This is to prevent any allegations of tampering that may occur in the future.

Supervision is an important facility for the discussion of behaviour support of young people, forming a part of the agenda and coming into various headings on the agenda structure. It allows frank discussion and reflection of practice without fear of others involvement and is dependent on both parties taking the process seriously and working to build a trusting relationship within which open and honest discourse can occur.

Evidence of supervision, and the contents of such, are used to evidence the requirements of annual appraisal and to demonstrate progress in working practice. Supervision is also used to develop individual staff CPD requirements.

iv) STAFF COMMUNICATION

At Branas School, clear staff communication is essential for effective working practice. Whilst it is impossible to communicate everything instantly, by providing meeting forums for

discussion and reflection, systems for regular communication and support, and written documentation available to all, the level of communication can be developed to an efficient level.

All staff are expected to attend the morning briefing before the start of the school day. This meeting seeks to inform staff of anything timetabled to occur in the day, remind of particular areas of working practice and allow staff to express any particular information or concern not previously shared.

All staff are expected to attend the debrief at the end of the school day and as required. This is an opportunity for staff members to reflect on the day and discuss any incidents that might have occurred. It is important that staff have the opportunity to reflect as a team and issues aired can then be instantly communicated to all and decisions incorporated into working practice.

All staff are expected to attend a half termly staff meeting. This is an opportunity for staff to explore issues or practice in more depth. It is an opportunity for the team to be informed of new ideas and developments to be incorporated into the school. It is an opportunity to develop as a team and, on occasion, to participate in some shorter training sessions relevant to the group.

The Headteacher ensures that all new written policies, documentation and information is passed onto staff as soon as possible in order for them to be aware of developments, implemented fully and incorporated into working practice.

MONITORING AND REVIEW

This policy will be reviewed and updated on an annual basis, and scheduled as part of the school's policy review calendar.

The date of next review will be September 2026

Monitoring of all recorded information in the school takes place half-termly, data involving incidents of bullying will be used to review and improve school policy on a more regular basis if required.

APPENDICES

This Behaviour Support Policy and accompanying Guidance Notes should be read with reference to the following internal and external documents to give a clearer picture of the expectations of working practice in the teaching staff team at Branas School

Appendix A: SCHOOL POLICIES

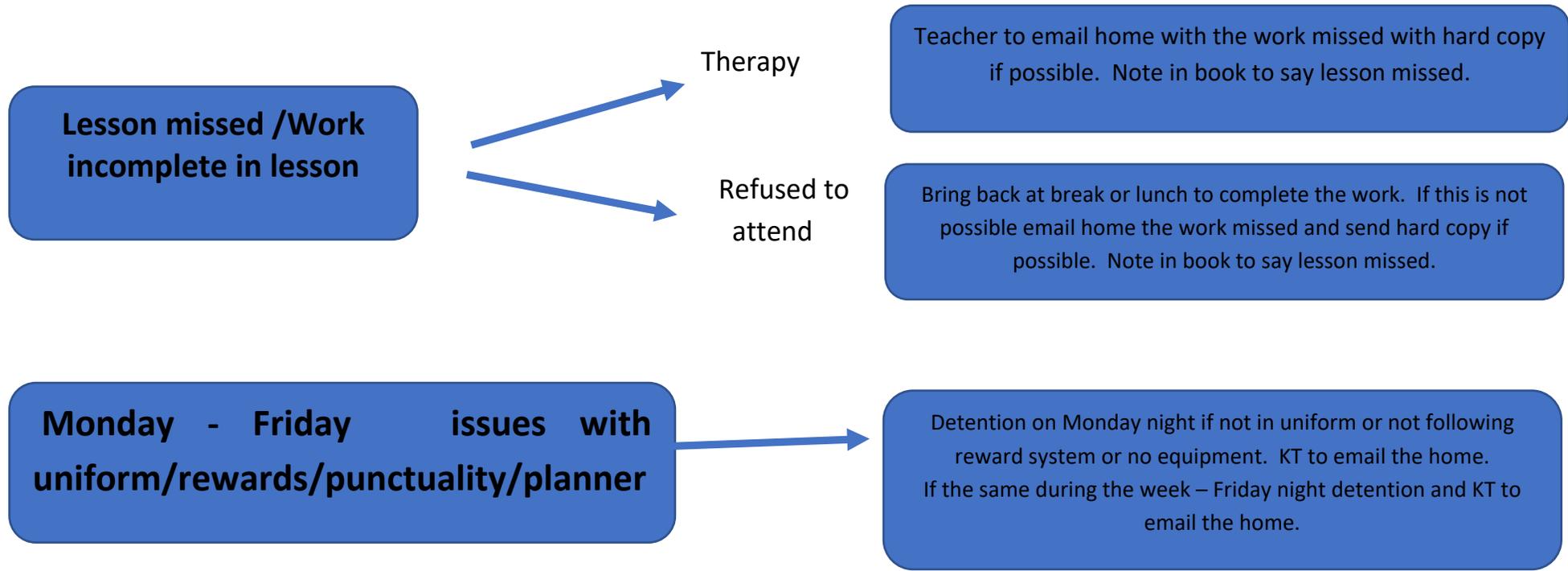
- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy
- School Timetable
- Exclusion Policy
- Statement of Independence
- Referral & Admissions Policy
- Quality Framework

Appendix B: Behaviour/Sanctions Flowchart

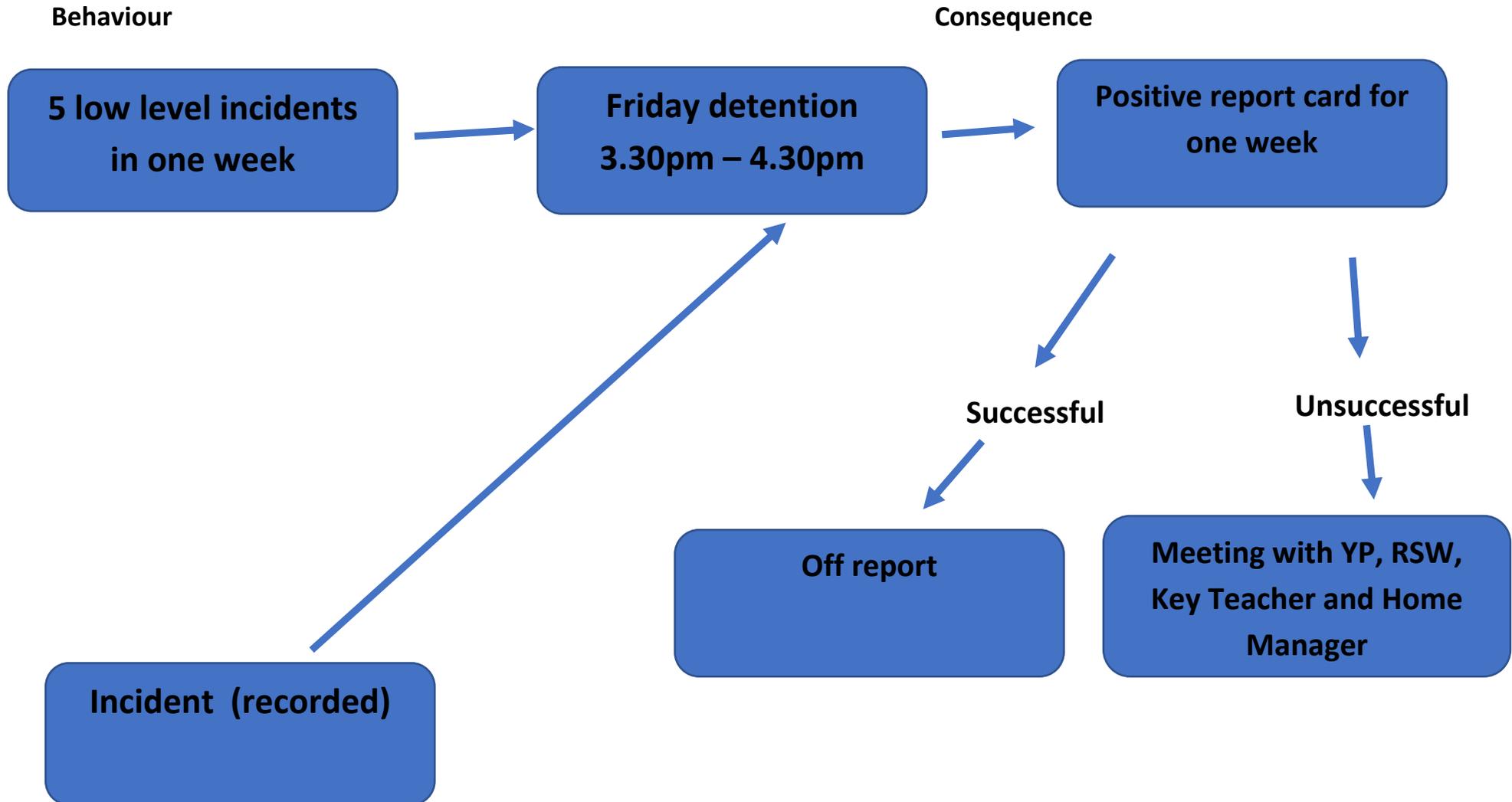
Behaviour Flow Chart

Behaviour

Consequence



Low Level Incidents/Behaviour



“Community with learning, is a comm.

“Cymuned a’i chynefin, sy’n chymu



a) Restorative Justice:

A **restorative** school takes a **restorative** approach to resolving conflict and preventing harm. **Restorative** approaches enable those who have been harmed to convey the impact of this to those responsible, and for those responsible to acknowledge this and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

This approach has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all young people, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

<https://www.restorativejustice.org.uk/restorative-practice-schools>

Branas School seek to adopt a restorative approach to resolving conflict and incidents in school, including bullying. This approach is used reactively: to challenge parties to reflect on why an incident occurred and its impact on others, and to consider ways to make amends; and proactively: to recognise issues between parties and seek to resolve them.

Appendix C: PLANNING FOR THE INDIVIDUAL

Individual Learning Plans and Learner Profiles

Each young person has an individual learning plan (ILP) identifying targets within each subject area. The targets are SMART (Specific, Measurable, Achievable, Realistic, Time bound). The learner profile determines appropriate strategies and resources necessary to enable a young person to work towards their subject specific targets with the help of staff. Whilst identified and reviewed by the class teacher, in conjunction with relevant teaching staff and the young people, they are the responsibility of all teaching staff to consider and develop. ILPs are reviewed and written at least each half term.

As part of the ILP staff will input into the PPM meetings chaired by care to look at any identified Subject or Behavioural/Social targets and further breaks it down into a wider range of actions and strategies applicable to all areas of the school day.

Through the use of the learning it is possible to help a young person focus on a particular area of learning or behavioural/social difficulty and work through a process of modification linked to the curriculum. Should the desired result not have been achieved at the end of a term, the target can be modified to make it more Achievable and Realistic, such that the young person can continue to be supported in modifying behaviour but with a slightly more realistic target.

ILPs are also communicated to the care staff team, and such that these targets can continue to be worked on in the home through use of homework or the extended curriculum. Communication between tutors and keyworkers is essential if action and progress are to be reviewed appropriately.

Appendix D: PHYSICAL INTERVENTION

Physical Intervention requires an application of reasonable force.

Definitions:

- a) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with young people.
- b) Force is usually used either to control or restrain. This can range from guiding a young people to safety by the arm through to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.
- c) 'Reasonable in the circumstances' means using no more force than is needed.
- d) As mentioned above, schools generally use force to control young person and to restrain them. Control means either passive physical contact, such as standing between young people or blocking a young people's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- e) Restraint means to hold back physically or to bring a young person under control. It is typically used in more extreme circumstances, for example when two young people are fighting and refuse to separate without physical intervention.
- f) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible.

Guiding principles:

- Any intervention should be verbal initially with the intention to de-escalate or diffuse a situation through a variety of techniques but should be done with consideration to body language, position, tone of voice and relationship with the individual.
- Consideration should be given to the use of guiding the young person through use of shepherding techniques; arm around shoulder, linking arms, friendly holds. Particular thought should be given to the safety of the staff member should a situation further escalate. It is also easier to upgrade a hold from this position if necessity dictates.

- Should a situation require immediate physical intervention this should be done quickly and with confidence to secure the young person. Thought should be given to the type of hold necessary, communication with other staff members, who will take the lead, communication with the young person and the safety of surrounding environment.
- Although not always practical, single person holds should be avoided if at all possible and physical intervention not initiated if in a room alone with a young person.
- Whilst the desired outcome is to release a young person as soon as it is safe to do so, of paramount importance is the use of downgrading holds as required by the situation. This allows a little extra time for a young person to be kept safe, allows staff time to make further assessment and, should the situation deteriorate again, holds can be upgraded once more. Any release of a young person should be done gradually and in communication with all parties.
- It is essential that, once physical intervention is assessed as necessary, staff take control of the situation and remain in control. It is the decision of the staff members, in communication with each other and the young person, as to how the process proceeds. It is NOT the decision of the young person as to when it is safe to downgrade and release the hold.