



## Personal Development and Relationships Policy



## Ambition, Spirit, Vision and Values



## School Vision

“To provide access to appropriate education for all children and young people with medical and mental health needs, keeping education alive in the young person’s life, maintaining progress and enabling them to achieve their potential.”

## School Mission

We are committed to developing our provision in collaboration with our stakeholders and schools to ensure that we are able to meet the ever changing needs of those young people who have medical and/or mental health difficulties which make attending mainstream school a challenge.

At the Nightingale Home and Hospital Service we believe in

**putting young people at the heart** of everything we do.

Through trust, positive relationships and a commitment to working together,  
**we inspire young people** to do their best.



**Rationale:**

At The Nightingale Home and Hospital Service is to create a meaningful, caring, stimulating and safe environment which will enable young people to access education. Behaviour management is a strength of the Service (All services across the campus are currently graded as Good by Ofsted) and good behaviour is a priority to ensure that high quality teaching can take place and young people have the best possible environment in which to learn.

Everyone at The Nightingale Service has a right to be treated with respect and dignity. In circumstances when young people display difficult or challenging behaviour, this ethos pays dividends. In order to create a calm and peaceful learning environment, respectful behaviour and good manners should always be modelled by staff as an example to children of what is expected within the Service. Any kind of degrading treatment by staff is not acceptable.

The Management Committee is aware and approves of this statement, believing it accurately reflects the Service's ethos and that effective learning and development relies on good standards of behaviour.

Therefore, at The Nightingale Service, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

**Service Environment**

The Nightingale Home and Hospital Service continues to provide specialist support that works in partnership with key agencies to offer appropriate intervention to vulnerable young people with medical and mental health needs in a supportive and structured setting.

We endeavour to provide opportunities for all of our young people to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for their future lives.

**Rebuilding education for our young people**

All referrals to our service receive a home visit from the head of service where we can begin the process of tailoring the individual support package and provision for the young person in order to ensure a successful induction process. We offer a fully supportive and bespoke programme of integration which is conducted by a specialist Teaching Assistant. As part of a thorough induction programme young people are initially assessed to explore academic levels and areas of need, in order to identify any additional support required and subsequently ensure bespoke interventions are in place.

Our core values are based around **Support, Trust, Achieve and Respect**.

Our curriculum is designed to give all of our young people a balanced education through experience, opportunity and progression to allow us to maximise achievement and personal development in context of young people's medical needs.

Alongside academic success, we promote and encourage a nurturing side to learning that focuses on well-being and engagement. This has a strong emphasis on meeting young person's social, emotional and mental health alongside medical needs in order to promote high quality outcomes and raise aspirations for all young people.

At KS3, young people undertake a broad and flexible range of study through 'PBL' (Project based learning). Young people work through a variety of topical based questions, developing enquiry skills, independent and collaborative working skills and have flexibility to learn in the way they feel comfortable with and can pursue challenge where appropriate. Young people also access the ACE

(Alternative Curriculum Enrichment) Programme and have the opportunity to gain qualifications in various ASDAN short course awards and AQA unit awards. This is achieved while still meeting the needs of the National Curriculum in readiness for examination study at Key Stage 4.

At KS4, the curriculum is planned to suit the needs of young people offering a personalised curriculum with a focus on GCSE and Functional Skills qualifications in English, Maths, ICT and Biology, with options in Art and PE, along with our ACE (Alternative Curriculum Enrichment) Programme.

Our ACE programme aims to provide opportunities to support young people in KS3 and KS4 to develop effective and essential life skills, often referred to as 'soft' skills, for example, independence, communication, positivity, resilience, perseverance, motivation, collaboration and reflection while at the same time nurturing their self-esteem and confidence. Through ACE, we also aim to provide relevant guidance and coping strategies in order to promote positive mental and physical health and well-being, in preparation for those times when our young people could be facing challenges such as anxiety, disruption to their sleep patterns or low mood. This programme encompasses a wealth of non-core subjects and topics including enterprise, travel training, preparing for college and further education, with opportunities to study for the Duke of Edinburgh Award.

#### **Hospital School Room:**


We follow the National Curriculum and close liaison between the hospital School Room staff and home schools ensures that, wherever possible, work set for young people is in line with their stage of development and similar to that of their peers. This minimizes the disruption to education experienced by the young people during a hospital stay. Each term a creative cross-curricular theme allows access to all areas of the timetable, enabling young people who are short stay or have no work from their usual school to enjoy a positive learning experience. Realistic targets and objectives to develop subject specific knowledge, skills and understanding are set taking into account health needs. The focus is on core subjects. Foundation topics are delivered too. SMSC and RSE are planned into the curriculum while art projects allow the young people to learn therapeutically. Building young people's self-esteem and self-confidence is key and staff are always mindful of this.

#### **Attachment and Trauma Sensitive Approach**

A deep understanding of trauma and childhood adversity underpins our approach to positive relationships within our Service's community. We are committed to ensuring that our Service develops an Attachment and Trauma Sensitive Approach to ensure that all our young people develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adverse Experiences (A.C.E.) on long-term mental, emotional and physical health. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.



Our **Personal Development** Curriculum has six main components:

					
<b>Beyond Lawnswood</b>	<b>British Values</b>	<b>Keeping safe and healthy</b>	<b>Character and soft skills</b>	<b>Relationships</b>	<b>Community</b>
Post-16, careers, employability skills, preparing for independence and adulthood	Democracy, the rule of law, individual liberty, mutual respect & tolerance	PSHE topics, e.g. drug education, Sleep Factor, mental health, PE, online safety	ACE, PBL, outdoor learning and forest schools, team challenges, games, reflection time	RSE topics, e.g. disrespect nobody, anti-bullying	Fundraising, enterprise, charity events, national/international events, reflection time

**Aims** for our Personal Development curriculum include:

Developing:

responsible, respectful and active citizens who are able to participate in public life as adults;  
 our young people to understand the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance;  
 our young people's character and personal traits, disposition and virtues which informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others;  
 our young people's confidence, resilience and knowledge so that they can keep themselves mental healthy;  
 our young people's understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle;  
 an age-appropriate understanding of healthy relationships through relationships and sex education for our young people.

Promoting:

Equality of opportunities so that all our young people can thrive together, understanding that difference is a positive and our individual characteristics make us unique;  
 An inclusive environment that meets the needs of all of our young people, irrespective of their age, disability, gender, race, religion or belief, sex or sexual orientation.

Enabling:

Our young people to recognize online and offline risks to their well-being including risks from criminal and sexual exploitation, domestic abuse, radicalisation and extremism and making them aware of the support available to them.

Our young people to recognize the potential dangers of inappropriate use of mobile technology and social media.

Supporting:

A readiness for our young people to transition successfully to the next phase of their education, training or employment.

Providing:

An effective careers programme in line with the government's statutory guidance on careers advice and matching the Gatsby Benchmarks offering our young people;

- An unbiased careers advice
- Experience of work and contact with employers to encourage them to make informed choices and understand what is needed in order to reach and succeed in the careers they aspire to.

**Relationships Education**

Relationships education forms an integral part of our personal Development curriculum supported by the PSHE Association programme builders tool and resources and guided by statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) and aims to focus on:

- **different types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online**; and
- factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the context of relationships.

Parents have the right to request that their child be withdrawn (right to withdraw) from some or all of sex education however before granting any such request parents will be required to meet with the head of centre and as appropriate with their child, to ensure that their wishes are understood. Once the discussions have taken place, except in exceptional circumstances, we will respect the parents' request up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND, however their may be exceptional circumstances where the head of centre may wish to take a pupil's specific needs arising from their SEND into account when making this decision.

By the end of secondary school,

<b>Families</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>



<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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### Physical health and mental wellbeing

At The Nightingale Home and Hospital Service, we believe passionately in promoting active physical health and positive mental wellbeing which results in us constantly seeking opportunities to improve and enhance our provision for both our staff and our young people.

By the end of secondary school,

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>

<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> </ul> <p>• the facts and science relating to immunisation and vaccination.</p> <p>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

### Conduct and behaviour

At The Nightingale Home and Hospital Service, we believe in the power of positive and frequent praise for positive and kind behaviour as a more effective way of improving standards and relationships between young people. Staff within the Service's environment have a duty to provide positive role modelling.

Our differentiated response to challenging situations recognises that our young people are individual and that some will require additional support to achieve the high expectations we have for our young people. We aim to actively promote high self-esteem and high aspirations for all young people, through an ethos that values every young person. For young people, being able to self-regulate and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

### Our expectations of staff and young people:

- The Service's primary concern is the safety, wellbeing and education of all young people; actions taken in cases of inappropriate behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the Service's community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- At The Nightingale Service, we endeavour to foster a community and collective ethos amongst all members of the Services and promote values of caring, tolerance and empathy.
- Rules are to be consistently applied across the Service and where sanctions are exercised, they should be proportionate to the misdemeanour, in line with this Behaviour Policy.
- Positive and negative behaviour around the school site is to be acknowledged, rewarded or sanctioned at the discretion of staff, who will judge appropriately. Achievement and behaviour points must be recorded by staff on SIMs in order to create a reflective log on individual young people.
- In cases of problematic young person's behaviour, regardless of how sustained and disruptive, the young persons' out-of-school circumstances and special educational needs and disabilities must be considered. Comprehensive support is given before or alongside disciplinary measures – exclusions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between young people, or by young people towards the Service's staff, will not be tolerated. However, this is always considered within the context of the young person's additional needs.
- If a parent/carer does not conduct himself/herself appropriately, the Service reserve the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
- Guidance on the use of reasonable force is clearly set out within the 'Use of reasonable force' DfE 2015 document.
- All members of the Service community should be aware of behavioural expectations and the relevant policies.
- Policies are made readily available to read and general expectations will be displayed in classrooms and around the Service.
- Polite and considerate behaviour is to be maintained by all around the Service, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise. Young people will be challenged by staff and staff will explain why the language is unacceptable.
- Each young person receives the necessary behavioural support according to their specific needs.

- Bullying, in any form, is not tolerated and young people should report any case of bullying they experience or observe to Service staff. Equally staff should be vigilant when supervising young people and address any bullying issues promptly.
- Staff will lead by example and model their conduct in line with the Service's standards.
- To keep the young people and staff safe, the Head of Service will utilise her powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- All members of the Service's community should understand that the Service's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to understand the impact of their behaviour on themselves and others.



We have key expectations which underpin our vision and values and our day-to-day practice.

### **Support**

#### ***We support by...***

Showing kindness  
Supporting each other  
Showing understanding

### **Trust**

#### ***We trust by...***

Building positive relationships with our teachers  
Following instructions  
Building our resilience in new situations

### **Achieve**

#### ***We achieve by...***

Working to the best of our ability  
Accepting support when needed  
Having a commitment to working together

### **Respect**

#### ***We show respect by...***

Actively listening to each other  
Being open to new opportunities  
Showing respect to all

## Our Approach to Positive Conduct and Achievements

1. Our Achievements points reward system  
We continually look for ways to praise our young people and celebrate their achievements. Teaching staff record STAR achievement points on SIMS during every lesson. Weekly totals of achievement points are shared and celebrated with young people during Reflection sessions through display and presentations. Each week staff are also invited to nominate young people as their 'Student of the Week' who has stood out during the previous week. Awards and achievements are celebrated and shared with parents/carers through the Marvellous Me application, certificates and regular newsletters. These achievements are also communicated to the Nightingale team via posts and photographs on the Pastoral channel on Microsoft Teams.
2. Attendance  
Attendance percentages are shared and celebrated with young people during weekly Reflection sessions through display, certificates and presentations.
3. Rewards  
At the end of each term, young people's achievements in individual subjects and curriculum areas are rewarded with certificates and special mentions from their teachers. Those young people achieving the highest achievement point's scores and attendance percentages also receive an Amazon voucher for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place.
4. Rewards' lunch  
Termly, the executive headteacher invites young people to a rewards lunch, for progress in attendance, learning and behaviour.

### We follow four steps to support a young person in crisis:

1. Protect: Move to a safe space; reduce social engagement, reduce the stress, remove the audience and protect their dignity
2. Relate: Show empathy, demonstrate active listening, find words for feelings, allow the young person to feel understood
3. Regulate: Mindfulness, Microscript, physical intervention, protect dignity
4. Reflect: Emotional Coaching; restorative practice asking five key questions to ensure the conversation is reflective yet is not detrimental to a young person's view of themselves.

### Damage

All staff should try and prevent damage from occurring. All young people will be expected to either support the repair of the damage or pay a contribution towards the cost of repair. The head of service must be informed. If required, staff are expected to use 'reasonable force' to prevent significant damage or injury in line with the Department for Education guidance.

'Use of reasonable force' DfE 2015 document provides the following guidance regarding the use of restraint and reasonable force:

'All members of school staff have a legal power to use reasonable force.'

'Reasonable force can be used to prevent young people from hurting themselves or others, from damaging property, or from causing disorder.'

### Searching young people:

If a member of staff suspects that a young person is in possession of a prohibited object the young person may be searched using 'the wand'.

This search of a young person should be conducted by the Head of Service or a member of staff authorised by the Head of Service. The search should be conducted by the same gender as the young person, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from the young person. If consent is refused, the young person will be asked to

say why he/she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances parents will be contacted.

Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the service rules. Where any article is thought to be a weapon it must be passed to the police. It is not necessary to gain consent from parents or carers, before or after a search takes place however if a search does take place their parent/carer will be contacted. Where objects are found however, the individual young person's parents/carers will be contacted. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

#### Absconding

If a young person absconds, staff are to follow and keep the young person within eye distance. Staff will need to inform Senior Leaders, parent/carer will then be contacted. If the young person is deemed to be vulnerable because of their age, Child Sexual Exploitation (CSE) risk or being in an unfamiliar location the Police will need to be contacted to report the child missing.

#### Physical Intervention:

We use physical intervention as a very last resort and use a wide range of de-escalation techniques first. However, if physical restraint may be required:

1. Where there is an imminent risk of injury to the young person or another person.
2. Where there is risk of considerable damage to property.

Procedures for how to deal with such incidents are found in the Service's "Positive Handling Policy".

#### Violent Incidents:

There are sometimes when the young people are in such a heightened state that they may become violent. Staff are to use every de-escalation tool they have, but if under threat from serious violence, physical intervention maybe used. If the situation cannot be resolved by staff, Police can be contacted, but the Senior Leader and Executive Head must be informed. Any violent incidents towards staff must be recorded on SIMs, an incident form and a R1 Form.

#### Problematic sexual behaviour that requires intervention:

All staff working at The Nightingale Service have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff challenge any unacceptable or harmful behaviour. All incidents are recorded and investigated by the DSL and using safeguarding concerns forms, CPOMs, sexual behaviour referral forms and Multi Agency Support HUB (MASH).

#### Peer on Peer Abuse:

Peer-on-peer abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender based violence. All staff have a responsibility to pass any safeguarding concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) using CPOMs.

#### Race Hate:

At the Nightingale Service we teach about acceptance and tolerance. Any racial abuse must be challenged by all staff and reported to the Senior Leadership, entered onto SIMs and sent to the Local Authority using an R1 Form. Interventions will then be put in place as well as a restorative conversation to ensure relationships are repaired.

#### Homophobic Comments:

At the Nightingale Service we teach about acceptance and tolerance. Any homophobic abuse must be challenged, reported to the Senior Leadership, entered onto SIMs and sent to the Local Authority using an R1 Form. Interventions will then be put in place as well as a restorative conversation to ensure relationships are repaired.

#### Think Before We React or Speak

We all understand when any occasion in which harm, disruption or conflict occurs a restorative response involves first asking ourselves a set of **'silent questions'** based on the five key themes:

#### The Restorative Conversation

Our staff carry out these restorative conversations throughout the day, but particularly after an incident with a young person. These conversations can happen at any time, whenever possible before that young person leaves that day. Allowing every day to be a new day.

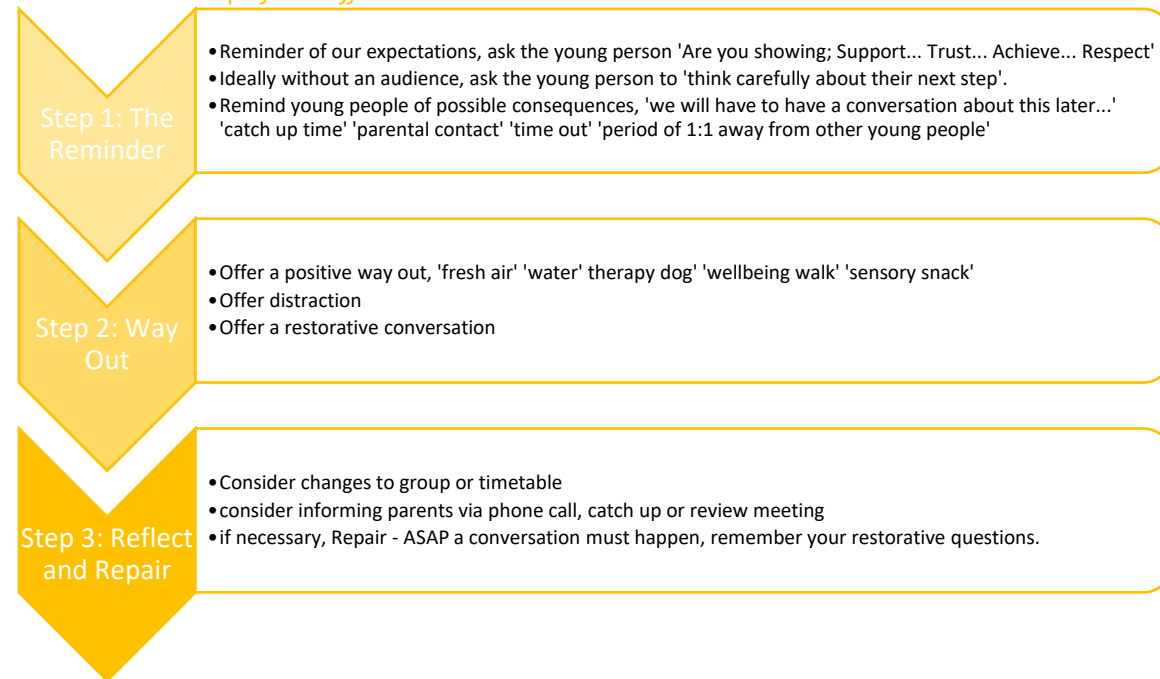


## The Restorative Eight:

	Theme	Language
1	<b>Everyone has their own unique and equally valued perspective</b>	What's happening from my own perspective? What am I seeing and hearing?
2	<b>Our thoughts influence our emotions; our emotions influence our behaviour</b>	What's going through my mind? What sense am I making of this? How is this interpretation affecting my own emotional response?
3	<b>Empathy and consideration</b>	How am I being affected?
4	<b>Needs and unmet needs</b>	What do I need right now - is it appropriate to bring these needs into the equation right now?
5	<b>Collective responsibility for the choices made and for their outcomes</b>	Will I invite the others here to consider my needs as well? Can I support them to find ways forward without my interference, or do I need extra support myself?

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought since?*
- *How did this make people feel?*
- *Who has been affected?*
- *How have they been affected?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*

### Our Behaviour Steps for Staff



### Young Person's Voice

We ensure that all young people always have a voice. We offer regular surveys to our staff and young people through which we welcome their feedback and viewpoints. We assess young people's wellbeing via tools such as the Emotional Literacy Checklist, PASS survey and soft skills assessment tool.

### Working with Parents/Carers

Clear communication with parents/carers is crucial. Onsite and offsite agreement forms are discussed and agreed at the initial home visit prior to the young person being placed on roll.

Both the use of the Marvellous Me application posts and accessibility of staff via their work telephones, promote strong methods of communication.

### Working in partnership

As a Service we work in close partnership with a range of agencies to improve outcomes for our young people. This includes working with partners such as;

- Multi Agency Support Hub
- CAMHs/ Base 25
- Other medical professionals
- SENSTART
- School Nurse
- Connexions
- Educational Psychologists
- Lits
- SaLT

This might be through additional support given to those young people within classroom settings and during break and lunchtime.