



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 also 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, Citizenship and Biology, with options in Art and ICT, along with our ACE (Alternative Curriculum Enrichment) Programme.

The 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 Animal Care or 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.

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 the 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

Relationships Education

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

At our service, we believe in providing every young person with open, honest, accurate and age appropriate lessons all about relationships. Through the service's ethos and values, we aim to develop young people's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning whilst they are with us and to provide the best learning environment and opportunities for all of our young people.

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.

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 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 1st, 2nd and 3rd place.

4. Rewards' lunch

Termly, the executive headteacher invites young people to a rewards lunch, for progress in attendance, learning and behavior.

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

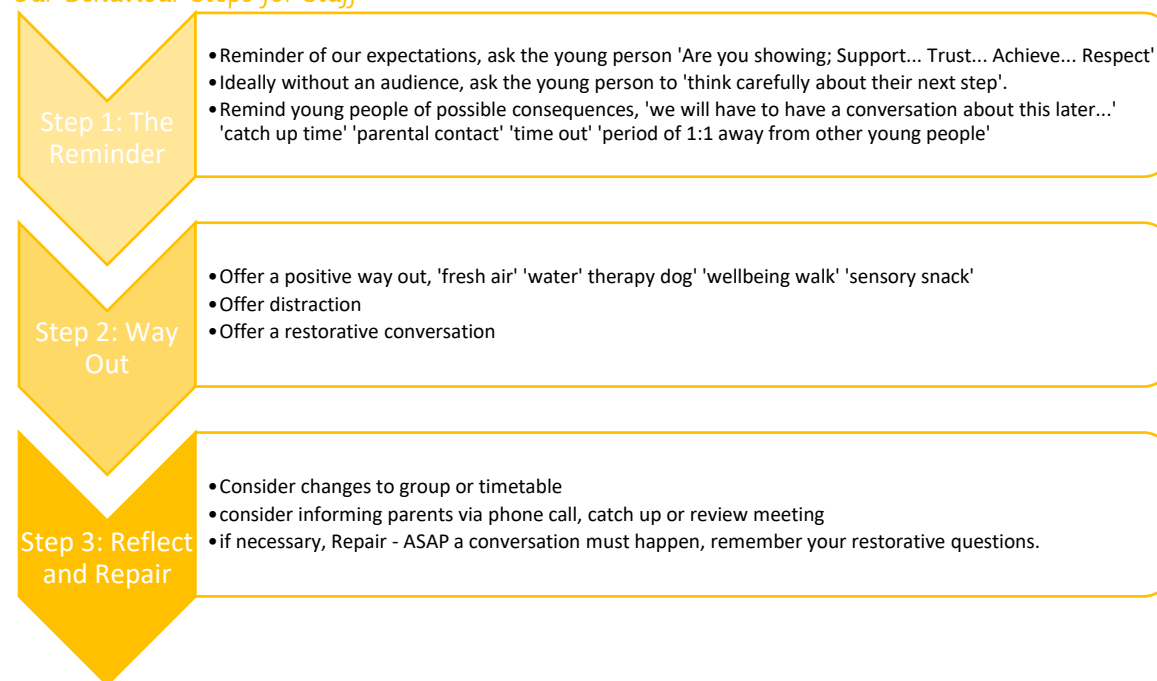
Our staff carry out these restorative conversations throughout the day, but particularly after an incident with a young person. These conversations can happen at any time, whenever possible before that young person leaves that day. Allowing every day to be a new day.

The Restorative Eight:

	Theme	Language
1	Everyone has their own unique and equally valued perspective	What's happening from my own perspective? What am I seeing and hearing?
2	Our thoughts influence our emotions; our emotions influence our behaviour	What's going through my mind? What sense am I making of this? How is this interpretation affecting my own emotional response?
3	Empathy and consideration	How am I being affected?
4	Needs and unmet needs	What do I need right now - is it appropriate to bring these needs into the equation right now?
5	Collective responsibility for the choices made and for their outcomes	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

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