



# Oasis Restore Restorative Policy

## January 2024

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## Introduction


### Purpose and aims

*'There is no moment in which a child needs our empathic and emotional support more than when they are confronting a frustrating behavioural limit'* (Stewart, 2018; p117).

This policy sets out our intentions and processes regarding supporting children at Restore at their moments of greatest difficulty: boundary-breaking, destructiveness and violence, and is designed to support staff to manage the full spectrum of behaviours. It takes the place of a Behaviour Management Policy, intentionally using different language to emphasise the importance of a restorative and therapeutic approach as opposed to one in which behaviour is 'managed'. **Our emphasis is on providing a system defined by a culture of clear behavioural expectations and high levels of support, in which difficulty is anticipated as a normal part of the work; prevented where possible; resolved quickly**, and where the expectation is that **discussion and resolution**, a meaningful **consequence**, and an act of **reparation**, are always required. Our intention in this policy is to define how we provide a calm, safe and supportive system around every child and every staff member.

Our overarching aim is to foster the psychological, physical, social and cognitive development of all children, towards maintaining a peaceful, constructive environment for all. This requires a commitment to providing safety (Part 2 of this policy) clarity and consistency about behavioural expectations and consequences (See Parts 1 and 3), and limits that are 'padded' (i.e. asserted in a gentle but unyielding way) (Part 1). It describes our culture and approach, the Restore Pledge, how we create a safe environment, how we respond to difficulty and resolve violence, how we recognise progress, and how we train and support staff to work according to this approach.

**Children need limits and boundaries to feel safe and to thrive.** Boundaries make the world predictable and safe and can represent a wise parental authority. At the same time, while we empower children to become more autonomous and more capable over time, they will naturally push at boundaries. We acknowledge that pushing the boundaries is a sign of hope and a request to be contained in understanding and boundary. **Boundary violations tell us a great deal about how the child is struggling and with what. Boundary responses tell the child what kind of authority they are dealing with, and how well it understands them.**



Start where the  
child is

We prioritise relational connection above all else as it is an essential foundation for all other positive outcomes. Here we rest on the understanding that behaviour is always meaningful communication, deserving understanding and remediation at the root cause level, and that the experience of being deeply understood facilitates real and sustainable change. **Our aim is to transform behavioural acting out into talking and creative expression; and through this process, to discover the potential for different perspectives, experiences, and ways of being.** This policy outlines how we achieve this at Oasis Restore.

In line with our principles, staff and students will be held to account using our **Restore Pledge, a code of conduct that applies to everyone.** The pledge will be agreed with each child during their

induction period and will be fluid to learning, given our commitment to a culture of enquiry. The pledge, and ideas the children contribute, will be constantly revisited and given practical meaning in the meeting spaces at Restore, such as Core Teams and Community Meetings.

## Restore principles

The principles that inform our approach are summarised here:

**RELATIONSHIPS**...through building trust

**EMPOWERMENT**...through providing choices and nurturing responsibility

**SAFETY**... through providing consistency, a secure base and a supportive and reflective community

**TRAUMA-RESPONSIVE** practice... through creating psychologically informed culture and systems.

**OWNERSHIP**... through providing life affirming opportunities within and beyond the school, and within it, a sense of belonging and community

**RESTORATION** of hope and dignity...through offering support, challenge, and opportunities to repair damaged relationship

**ENQUIRY**...through encouraging openness and reflection

Repeated experiences of pain, difficulty and challenge being made manageable, understandable and resolvable, help children develop the internal capacity to respond to their feelings in a healthy way, through the capacity to symbolise – i.e. to transform ‘doing’ into ‘thinking’; feelings into words or healthy expression. We do this via a three-stage process which is detailed in this policy:

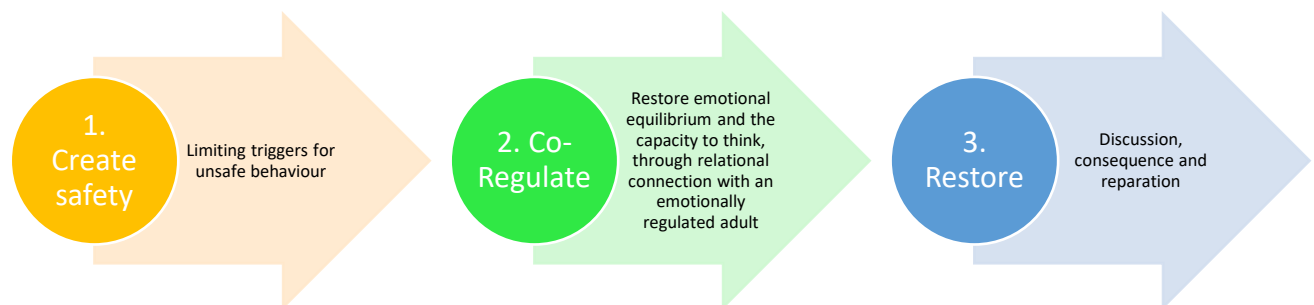


Fig. 1: Oasis Restore’s three-stage process for addressing distressed and difficult behaviour

No one size fits all

At Oasis Restore we seek to teach the child, through the experience of co-regulation and good boundaries from adults and from the whole school community, how to regain a sense of safety and the capacity to think. This should bring with it a process of learning and practising how to behave safely and respectfully, develop accountability, resolve difficulty and make amends. We expect and support each child to face the natural consequences of their actions (positive and negative) through a system of meetings and conversations that

address and explore such difficulty and hold an expectation of reparation. This needs to be supported by a culture that celebrates achievement, relational connection and the child’s developing maturity.

In line with our culture of benign enquiry, we see real learning as taking place through the process that follows a moment or period of difficulty or conflict. The boundary is the place at which the child most powerfully experiences (and starts to assimilate) the Oasis Restore values. The child can, with support, face the real-life consequences of what has happened with the assurance that staff are working with them towards resolution. This understanding is then be factored into the child's dynamic, developing Formulation via Core Team meetings, and used to guide and inform the child and the staff so the new learning can be applied.

While Oasis Restore is aspirational and aims to motivate children to reach their true potential, we do not discriminate against those who struggle to do so, or apply any sort of hierarchy of personal value, understanding that every child is a unique individual, facing their own challenges. As such, all children are offered unconditional care and are praised, appreciated and recognised for who they are as well as for positive behaviour, and opportunities are found for them to take on responsibilities and contribute to the life of the community in their own ways. The Rewards section of this policy (see below) describes how this is operationalised.

## Statutory Links

The Children Act (2004) [untitled \(legislation.gov.uk\)](#)  
The Children (Secure Accommodation) Regulations (1991) [untitled \(legislation.gov.uk\)](#)  
Academies Act (2010) [Academies Act 2010 \(legislation.gov.uk\)](#)  
The Equality Act (2010) [Equality Act 2010 \(legislation.gov.uk\)](#)  
The Children's Homes (England) Regulations 2015  
Guide to the Children's Homes Regulations (2015)?  
Behaviour in Schools (2022)


## Linked policies

Restore Framework  
Safeguarding policy (including LADO referral)  
Whistle-blowing policy  
Compliments, comments and complaints policy  
Assessment and Formulation policy  
Critical Response Framework  
Framework for Staff Care and Development  
Therapeutic Observation policy  
Statement of Purpose and function

### 1. The Restore approach

#### A nurturing, restorative culture

The therapeutic purpose of Oasis Restore is largely achieved through the way in which staff interact with children and with each other. All interactions are expected to embody aspects of this culture and are intended to provide the means by which the children can learn about and choose to



Safety through  
connection

live by the values we demonstrate. This is particularly the case in meeting spaces, such as the Community Meeting. Specifically:

- We understand a primary function of all staff roles to be the provision of a **'containing' environment** through the quality of our relationships with the children. In practice this means being prepared to 'contain', reflect on and process, the difficult feelings the children may bring us, with the wider aim of both understanding and being able to convey back that *these feelings are bearable and meaningful, and do not have to be destructive*. This principle guides our interactions with the children, being prepared to listen and manage their distress through strategies identified with the child while gradually and increasingly promoting accountability.
- The **'culture of enquiry'** at Restore means that all behaviour is treated as communication, and much of our activity is geared towards developing a greater understanding, alongside the children, of what is being communicated. This means we approach behaviour that is distressed, difficult or hostile, with empathic curiosity and a will to understand its roots, before we try to change it. This means that we see every experience and interaction as an opportunity for learning, so we take every opportunity to connect with and inspire curiosity in the children.
- **We consciously model the behaviour we want to foster** in the children, treating each other with respect, valuing each other's contributions, and resolving differences openly and positively.
- We focus on a **preventative and proactive** approach, in line with the Integrated Framework of Care, creating activities and opportunities to connect with children in order to minimise feelings of anxiety, fear and hostility.
- We see **'acting out' as a sign of a breakdown in communication** (Dockar-Drysdale, 1990), so our responsibility is to maintain and nurture communication both preventatively, and therapeutically, if it has broken down. **Growth comes through relational learning, so incidents or ruptures are a crucial opportunity for restoration, repair and new development.**
- Finally, while we aim to create a therapeutic environment that is peaceful, non-shaming and attentive, minimising the stimuli that might trigger violence or destructiveness, we understand the value of 'optimal frustration'. We have a valuable opportunity to teach children how to manage such feelings in preparation for future challenges, so **we welcome the expression of difficulty and provide spaces for it to be worked through.**



Behaviour is  
communication

## The Restore Pledge

<b>We value our Relationships</b>	<b>We are dedicated to Discovery</b>	<b>We are loyal to our Community</b>
<ul style="list-style-type: none"><li>• We look after ourselves and each other</li><li>• We work towards deeper connection and reflectiveness</li></ul>	<ul style="list-style-type: none"><li>• We are curious about our learning</li><li>• We show up, embracing every experience as a source of discovery</li></ul>	<ul style="list-style-type: none"><li>• We respect and value difference</li><li>• We are accountable for creating a peaceful community</li></ul>

The Restore Pledge is the commitment that staff and students make to the Oasis Restore community. It applies across the whole school, whether sitting in the classroom, enjoying the outdoors, in a meeting, or eating dinner. It builds on our three cornerstones, Relationships, Discovery and Community, and at its heart is our unyielding commitment to reparation.

The Pledge is displayed in communal areas and every child and staff member has their own a copy. It is reinforced in Community Meetings and other meeting spaces and serves as an important reminder of what we are all at Restore to do. Each flat community has an ongoing task in defining what the Pledge means for them, codifying it in terms of real-life situations and behaviours, and revisiting it as children join, leave, and negotiate the ups and downs of living and growing up together.

Staff training involves discussion of the meaning and use of the Pledge in the context of Restore principles, and practice and rehearsal of how it can be used in interactions with the children.

## 2. Creating safety

At Restore, we focus on providing a sense of safety, as the basis for children developing the freedom to think, explore and discover themselves and the wider world. Safety, which we can also understand in terms of the concept of 'containment' referenced above, depends on a range of factors that include:

- a safe and comfortable physical environment
- a predictable and structured timetable including a system of meetings that act as a containing framework for all at Restore
- a curriculum and a mode of teaching that meets each child where they are, in their 'zone of proximal development', building in challenge and creating optimal frustration to the extent that helps them to thrive
- clear behavioural expectations for all, based on the Code of Conduct and the 9 Habits that inform it, supported by all staff and through the curriculum
- a commitment to solving conflict through discussion, consequence and reparation.
- positive and consistent relationships between children and all staff and a culture that prioritises restorative practice as the means of resolving difficulty.



- a commitment to promoting personal responsibility and accountability.

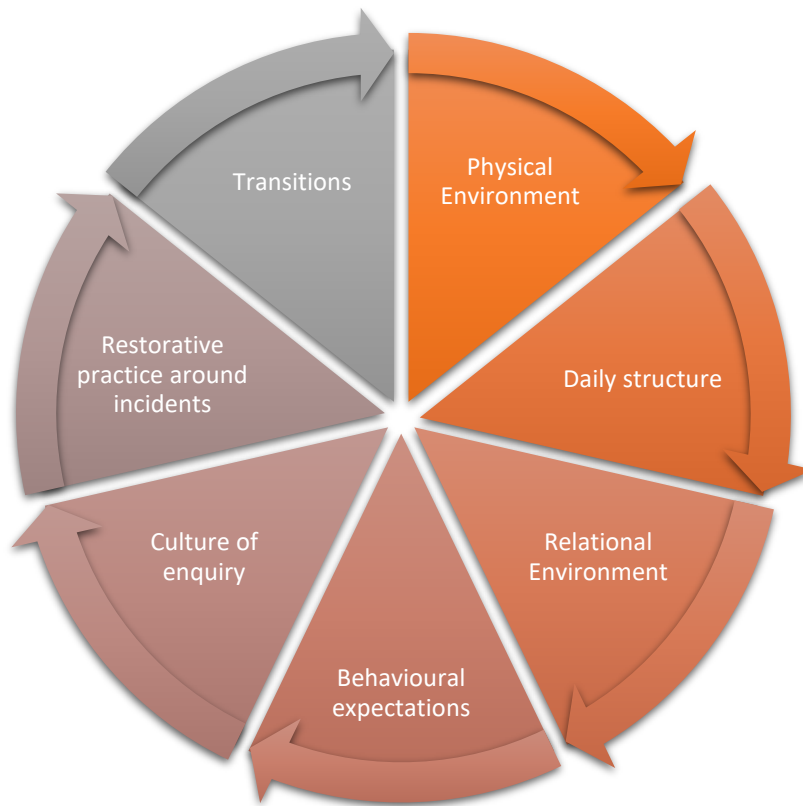


Fig 2: Creating Safety: key components

## Safety at points of transition

### Arrival

Great care is taken in the early phase of a child's arrival at Oasis Restore to ensure that they feel as safe as they can

- Where possible, a member of staff visits the child and family in advance of their arrival at Restore, potentially at court or in the family home, to introduce the school and our approach.
- When a child arrives at Restore, they live in the Welcome Flat for a period of adjustment, assessment and familiarisation with the staff, the environment, and the culture and expectations of Restore.
- This period, in which there is an intensive engagement with staff, is intended to create a deep sense of safety and connection and to orientate the child to a peaceful culture in which actions are mediated by discussion and reflection. This is often strongly at odds with their past experiences and can take some time to be understood and felt. It is an essential preparation for integration into the school community and for placement in one of the flats.

- New children will be supported to explore themselves and their aspirations through a carefully paced process of assessment, formulation and discussion with them and their families
- Knowing that our children will have had or now have a disrupted relationship with their education, specific members of the teaching team will meet the child 1-1 on their arrival over their induction period, and at the child's pace, create an individualised learning plan, and get to know their teaching team and classmates, prior to any expectation to attend full time.
- Staff who work on the Welcome Flat, who are specifically trained for this role, are responsible for creating this sense of safety with the child, becoming attuned to his or her ways of being and communicating and using this wisdom to help the process of settling in.
- Staff and peer mentors are expected to explain expectations, rules, timings and other practical details to new children within the first week of their stay.
- Students will be expected to agree to the Restore Pledge and to suggest their own personal standards they will uphold for themselves and their time at Restore.
- Staff must ensure that contact is set up with parents or other important people in their lives within the first two hours of the child's arrival at Restore.
- New children at Restore are invited to talk to staff about themselves in such a way as to provide initial information that helps staff respond to specific neurodevelopmental, sensory or trauma-related issues and to put environmental adjustments or adaptations in place to help them.
- Resolution of conflict starts from the Welcome Flat, when the child is supported to start restorative meetings with any other children already at Restore with whom they, or staff, anticipate there may be the potential for future violence or conflict.
- During this period, a flat is identified for the child to move to after the Welcome period, and a House Manager and other members of the staff team are designated as being the child's 'Core Team' (including Restore Practitioners based in their flat).
- The decision around which flat they move to, and how this is timed and managed, is based on a careful and dynamic risk assessment that takes into account a range of issues that each child brings, as well as the stability and appropriateness of a given house community at any one time.
- Restore staff and peer mentors are expected to introduce themselves to new children gradually, allowing them to get to know them, helping them orientate themselves to the physical environment and to their flat, to the school, the gardens, the gym and other parts of Restore, and the different expectations that apply in each of these spaces

## **Managing Transitions**

Similar care is taken over transitions between flats (which are rare), around preparation for ROTL, sitting external examinations, attending further education visits or classes, family contacts, reviews, hearings and other events which may leave children feeling unsettled.

- Weekly Core Team review meetings, including any members of the child's team, including Lead Restore Practitioner, House Manager, Personal Tutor, Restore Networker, Therapist, and other key people from across the school, who can anticipate and discuss any upcoming transitions with a child.
- Staff ensure that children mix in groups that feel manageable, not overwhelming, and have a predictable and familiar membership.
- Care is taken when deciding which flat a given child moves to, based on multiple sources of information including their Formulation and the safety and appropriateness of the peer group in a given flat, their sentence and its length. Further care is taken in the process of introducing them to their housemates.

- Should children move classes, or pathways, care will be taken to develop those relationships with their new teaching team, their classmates, and the time taken to establish the routines, and requirements of that class

### Transition out of Restore

As a child comes near to leaving Restore, whether moving on to the adult estate or being released home or elsewhere, close attention is given to what this means for them, what they need in order to be prepared, who they need to have met, and what information and support they need through this process. Anticipating the anxieties this process brings up is vital in maintaining a sense of safety for the child and everyone around them. Weekly Core Team meetings and flat-based Community Meetings continue to provide a vital stabilising framework around the child throughout their stay with us.

### Safety through the physical environment

The design and maintenance of the physical environment at Restore is intended to show children and staff that they are valued and safe.

- No one leaves a room dirty or untidy. In the final 5 minutes of using a room, staff and students must return all items to their original location and remove all rubbish.
- Any damage is reported straight away via the staff communications system and the facilities team resolve this within 24 hours. Facilities staff are expected to support a child who is completing a reparation task, through undertaking a joint repair, repainting or other physical task related to the care of the school site.
- Anyone who observes damage or disrepair is responsible for ensuring that it is reported to the facilities department immediately
- Staff model respect and care for the buildings to the children.
- Children are helped to understand the different rules and expectations in each space (e.g. the classroom, the living room, the football pitch). Mastery of these differences is an important cognitive and personal achievement which all staff are expected to support.
- Specific areas of Restore are designated for specific purposes because this helps children understand and build associations between these areas and the different task demands and expectations of those various activities that occur within them. Staff are expected to respect and explain these differences to children and to each other where necessary.
- Children are praised and rewarded for contributing to the care of the environment.



Every interaction matters

### Safety through a predictable daily structure

Children need clarity around what their days hold, and what these activities involve, and who they will be in contact with, in order to feel safe. Disregarding, suddenly changing or extending timetables has a dysregulating effect on everyone and should be avoided where possible. Naturally, we know that changes do occur and any changes to the timetable will be communicated to the students as soon as possible (e.g. in the morning check-in meeting), and they will be supported to manage any

associated distress or frustration. There is a weekly system of meetings that everyone should be aware of, the timings of which it is vital to observe. The timetable, including these meetings, is posted in every house and is a key feature of the containing system.

**Children will:**

- Have a personal timetable, devised with them, within the early phase of their stay with us. This may change as their educational options and other interests develop, and as staff learn more about what works well for them within the induction period, as well as in relation to their remand or sentenced status, and the length of their stay at Restore. The timetable includes key regular structures such as the community meetings, therapy sessions and Core Team meetings. This will be available to them via their media device, in paper form and via staff who know or have immediate access to each child's timetable, and will be discussed in each morning check-in meeting to orientate the child to the day ahead.
- Be informed in advance, in their daily morning check-in meeting if not before, about visitors to Restore and asked for their permission for visitors to come on to the units or into their classes.
- Be informed about any changes to the timetable or other events in the school and helped to prepare for or adjust to these.

**All staff are expected to:**

- Gently remind children of what is expected, or of where they are supposed to be, if they are unsure or unwilling to go to where is needed.
- Make frequent references to the daily timetable and to help children prepare for transitions and to manage transitional periods.
- Keep to consistent timings for the sake of clarity and ease of understanding for each child, and out of respect for the containing function of the timetable and structure.
- Keep children informed straight away when things change, and anticipate for whom these changes may be unsettling, communicating with clarity, reassurance and alternative activities that offer co-regulation.
- Keep meetings are to time wherever possible, with predictable attendance and permission sought by visitors.
- Show respect and model valuing all the different activities and colleagues within the school, by prioritising attendance and enabling the child to engage fully.

## Safety through the relational environment

Predictable, consistent, warm, safe, appropriate relationships with staff are the foundation of the child's feeling of safety, or emotional containment.

- Each child has a Core Team including their House Manager, two staff who work in their flat, their personal Tutor and the flat Therapist, Restore Networker (the equivalent of a social worker or caseworker) as well as their Restore 360 Navigator, who gradually get to know them well and meet them in various configurations, and as a team, every week.
- All staff will be trained in PACE principles:
  - Playfulness

- Acceptance
- Curiosity and
- Empathy

See [What is meant by PACE? - DDP Network](#) for more details of PACE, as well as the [Restore](#) Framework. Staff use PACE in their daily interactions with each child to foster the development of trusting relationships.

- Each child has a Formulation meeting, mid-termly, with their Core Team and others by invitation. The Formulation process serves as a source of support, information and containment around each child. It offers a regular opportunity for a shared narrative to be developed that enables the child and their Core Team to understand who they are, what is happening for them, and what they need. At times of difficulty, the Formulation is revisited and events understood in its context, or integrated into a new level of understanding (see Assessment and Formulation policy).

### **All staff are expected to:**

- Know all of the children at the school and to interact with them spontaneously, finding ways to value the child's positive development and interests, and sharing information and interactions.
- Maintain high standards for students' behaviour by adhering to the Restore principles and the Restore Pledge, and through the consistent implementation of the Restorative Policy.
- Approach children with patience and enthusiasm, with an appreciation of their developmental capacities and their personal histories.
- Be prepared to explain boundaries in an empathic way and to acknowledge the uncomfortable impact of differences or inconsistencies honestly and with a narrative that makes sense of these.
- Be familiar with each child's Formulation and should contribute actively to it if they are on the child's Core Team or otherwise involved in their care. Staff are expected to attend Formulation meetings for all children with whom they are closely involved and certainly for children for whom they are in their Core Team. These should be brought forward and prioritised at times of apparent difficulty or following an incident, as they provide the means of understanding what is happening and what is needed, within the culture of enquiry, and disseminating this to all staff.
- Be transparent about decisions, able to offer clear, reasoned explanations when needed.
- Attend each daily morning and afternoon handover and will be expected to attend and absorb all relevant information about the children. They will be expected to check the online information system every day to ensure they are aware of the current situation.

### **Safety through clear behavioural expectations and a culture of enquiry**

Children (and adults) need to know what is expected of them, and what they can expect of others, in order to feel safe.

- All staff need to maintain their knowledge of the Restorative Policy and to implement it consistently
- All children and staff at Restore read and sign the Restore Pledge when they come to work or live at Restore. This applies to everyone at the school. It sets out our obligations to ourselves and to each other and draws on the Oasis 9 Habits<sup>1</sup>. The Pledge offers a shared statement that staff and children

can return to, via restorative meetings (see below), at points of difference and difficulty, to explore and understand what is happening that is leading to a departure from or break of these obligations.

- Each child has their own copy and it is displayed in every House.
- Each child feels listened to by being able to contribute their own ideas and standards during their Community Meetings. This enables them gradually to become leaders in the environment in which they live and gives them a crucial role in respecting and supporting each other's boundaries.

## Restorative Meetings

Restorative meetings are a key part of the therapeutic system at Oasis Restore for several reasons:

- Adolescent development involves a deepening attachment to groups as a source of learning and support. This can be harnessed therapeutically.
- The development of maturity requires experiences that build confidence in using one's voice, such as supportive meeting or classroom experiences.
- Consistent and supportive group process and discussion enables each person to learn key social skills (listening, turn-taking, tolerating disagreement, recognising independence and inter-dependence).
- Living as a community and learning to get on with others involves exposure to and learning to take others' experiences and ideas on board, in a wider process of mutual adaptation.
- Adolescents who struggle to engage or lack confidence can watch others and learn by example, while those who are at a certain level of maturity can help others participate (reflecting the operation of Vygotsky's Zone of Proximal Development, which is incorporated into the Restore model of pedagogy).
- Such group meetings enable an open and frank exchange of views and feelings that may elsewhere, in more traditional settings, be inhibited. The danger of inhibiting discussion is that people do not then feel listened to or heard and may act out the resultant sense of injustice in ways that cause greater problems for themselves and for their communities. The more open and frank the discussion, the greater the sense of perceived fairness and the more visible – and resolvable – any distress, disturbance or conflict.
- Group meetings enable staff to gain a nuanced understanding of group dynamics, vulnerability and risk information that may otherwise operate at a less conscious or evident level, enhancing their capacity to work with what the children bring.
- The repetition and reliability of restorative meetings gradually inculcates an understanding that difficulty can and should be resolved.

For these reasons, our 'culture of benign enquiry', where the Restore community can come together in restorative meetings of various types, both planned and ad hoc, is crucial.

Meeting	Who attends	Purpose and function
<b>Morning and evening check-in meetings in each house (mandatory)</b>	All children in a given house, all house staff including House Manager, Personal Tutor and any other linked staff (e.g. House Therapist) available.	An informal, brief opportunity to talk about how everyone is, what the day holds, or has held, to anticipate and plan for any particular events or to resolve any questions or difficulties arising in the house. The meeting enables children to feel heard, known and supported, and for staff to feel they have

	The meeting is chaired by a Restore Practitioner.	a handle on the mood of the house and the events and activities of the day.
<b>Monday Community Meeting (mandatory)</b>	All children in a given flat, all flat staff including House Manager, Lead Restore Practitioner, Restore Networker, Personal Tutor, House Therapist must attend. Other staff linked to the flat or requested for specific reasons, and other members of the senior team, may be invited to attend.  The meeting is co-chaired by a child from the house and the House Manager or a Restore Practitioner.	A structured meeting lasting 45 minutes, the Community Meeting is a crucial part of the therapeutic milieu at Restore. Children and staff bring separate agendas which are discussed in turn. Co-chairing signifies a shared commitment to the process. Anything can be discussed; and important events (new children joining the house, people leaving, changes, incidents, celebrations, difficulties) are key. After a conflict or incident, a discussion is held with those involved present to understand what happened and how everyone was affected. The group, including those involved in the incident, decide, and with staff facilitation, can decide a fair and appropriate sanction, and a reparative action. Staff are expected to ensure that the meeting operates according to Restore principles and that problems are understood as the work of the community rather than being located in individuals.
<b>Ad hoc restorative circles (mandatory as far as needed)</b>	All children and staff in a given house or school class; all staff who are able to attend and relevant to the meeting.	Meetings can be called ad hoc by any child or member of staff, in the event of a difficulty, misunderstanding or other problem (between children, with staff, or any other situation), in order to request a community discussion and resolution.
<b>Staff handovers (mandatory for given staff)</b>	All staff coming on to or finishing a shift, with teaching and therapy colleagues, facilitated by the Registered Manager, Deputy or House Managers.	To provide a means of communicating about all children, any issues or incidents that need to be understood, remembered or addressed, and any events over the past or coming shift that need attention. To ensure coherence between staff over time and to promote collaboration, a positive culture and mutual understanding.
<b>Friday afternoon Core Team Review meetings and mid-termly Formulations (mandatory)</b>	Each child, with their Core Team (Restore Practitioner, House Manager, Therapist, Personal Tutor, Restore Networker, Navigator and others if appropriate/invited).	To reflect on the past week (successes, struggles, developments) and to consider the potential in the week to come. To review new assessment information, update the Oasis Passport, Plan and Formulation, and to anticipate and prepare for plans and events ahead.
<b>PHSCE therapeutic programme</b>	A group of up to 8 children with two staff facilitators (e.g. Forensic Psychologist and Teacher), supplemented by occasional visiting speakers and providers	Twice-weekly therapeutic groups and integrated thematic teaching and enrichment, with a restorative ethos.

This structure enables a sense of containment because children and staff alike know that there is always an imminent, supported, group opportunity to address difficulty and resolve it.

### All staff are expected to:

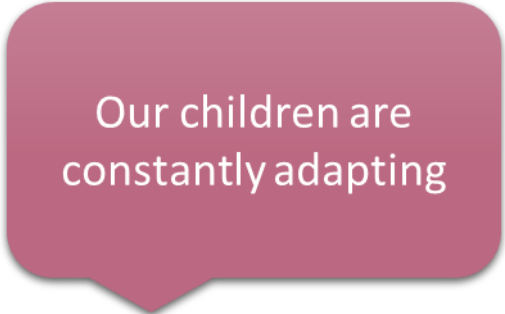
- Attend meetings while on site, if working on a given flat, as are designated staff who work with those children
- Attend, then withdraw from a given meeting if there are too many people present and the child appears overwhelmed, as agreed with colleagues.
- Be responsible for contributing positively, sharing the space equally with the children and enabling them to contribute, holding the boundaries and structures of the meetings, and ensuring that the Restore Pledge, Restore values and principles are embodied in the discussion.
- Call meetings, ad hoc, to deal with specific pressing issues. The purpose of these meetings is therapeutic and discovery-based: to enable all participants to feel they belong in and are valued by the community, to model, teach, witness, and experience the resolution of conflict, to learn from each other's experiences, and to maintain and develop our knowledge and understanding of each other. This creates a layer of relational safety that has an impact on every person in the Restore community.
- Encourage and enable children to attend, and to work with them on addressing the anxieties that may be preventing them from taking part.
- Make use of the DCR (Discussion, Consequence and Reparation) Book to record the process and decision-making around incidents.
- Conduct and contribute to reparative meetings with students after the school day has closed, if necessary.
- Champion a restorative ethos, proactively giving children opportunities to take ownership, resolve and repair damage and difficulty.

### Safety before, during and following incidents

Where an incident has not been averted by co-regulation and other interpersonal strategies, and there is evident, imminent or active danger, staff may need to intervene physically to ensure the safety of children and colleagues. This will involve using restrictive and non-restrictive techniques taught through PRICE Training. The training is certified by BILD-ACT and delivered to all relevant staff at Oasis Restore. These will never involve the intentional infliction of pain and are solely intended to prevent physical harm and restore safety. More detail is provided below, in Section (d) (ii), *Serious Incidents* and in the Critical Response Framework.

### Anticipating difficulty through Formulation

We recognise that the children in our care have adapted to past life circumstances in ways that may predispose them towards violent responses. It is our role to provide an environment that offers a different culture, to which they can choose to adapt. The child's Core Team, as part of their initial Formulation (see Assessment and Formulation Policy), will discuss with the child what kinds of strategies may help them when they are feeling distressed, frightened or hostile, and how staff can intervene in a way that they recognise is safe and in their best interests. This should include a consideration of possible physical interventions and should be shaped by discussion with the child about relevant past experiences, any associated fears, and their insights about what exacerbates or soothes their emotions in these states. This information will be recorded on Bromcom/Clearcare and



Our children are  
constantly adapting



as part of the Formulation document, so can be accessed by all other staff. The understanding that emerges from the Formulation should then influence how staff approach and resolve the child's distress. The Formulation should then be reviewed and updated with the child, in the days following the incident, to develop this understanding further and to consider how it was used towards the benefit of the child.

### **Restrictive practices, separation and managing away:**

#### **Single separation:**

- Enforced:  
Any instance where a child is contained within any locked room or enclosure with visible or virtual barriers, away from the group and from staff (other than where staff are acting as the "visible barrier") for the purposes of control and cannot leave the room or enclosure whenever they want to do so.
- Elected:  
This is when a door is locked at a child's own request. This may be due to feeling unsafe, uneasy, or cannot share with us why they want to be locked away. This is still a form of separation, even though they can leave at any time.

#### **Managed away:**

- Is defined in the same as enforced separation, the difference being that a child is supported and is interacting with a member of staff throughout their separation who is in the room.

#### **Ending single separation and managed away incidents:**

- When the legal criteria (see reason for separating a child above) are no longer met, the incident must end.
- This essentially means when the risk has reduced enough for other strategies to be used to manage this risk.

#### **Peer separation:**

- This relates to when a child cannot mix with another child, or children and we are in the process of restorative practice with the child/children.
- This does not mean a child is separated from peers or not able to engage in their timetable, however there may be alterations to manage the risk mean a short additional layer of restriction.

#### **Some points for consideration:**

- 'Single separation'; 'Single' indicates 'alone'

All restrictive practices, 'separations- and episodes of 'managing away' are followed by a process of co-regulation and reparation with the child, as well as a detailed review with staff and support for all involved. After the initial de-escalation and restorative discussion with staff and peers, we would expect there to be a **discussion as a community** to develop an understanding of what was going on; a **consequence decided as a community including staff and peers (with oversight from House Managers, quality assured by the Registered Manager)**, and a **reparative action** (e.g. helping another child with their work after disrupting it; mending something that has been broken;

apologising to people who have been affected by the action; not being able to participate in an activity if they are not in a state of mind to manage it safely or respectfully).

In addition, a Core Team meeting needs to be convened as soon as possible for the support of the child and the thinking and planning to take place around them with the staff who know them best. This process and decision-making around it is recorded in the DCR (Discussion, Consequence and Reparation) book, which includes space for the child's reflections on the incident.

During any restrictive practice intervention, it is crucial that the relational connection is retained with each child.

- Those involved should always be familiar to the child, wherever possible, and their Formulation, and should act accordingly as far as possible, respecting the knowledge gained from the child's contributions and any previous incidents. The communications system must prioritise the presence of staff from the child's flat or their Core Team to attend.
- Staff should talk with the child about what is happening, and remain emotionally available (empathic and attuned to the child's needs, curious about their experience), as far as possible.
- We will enable, in these moments of crisis:
  - Summoning specific staff who know the child well or can facilitate activities that are known to be helpful to him/her
  - Use of the sensory room
  - Use of the therapy dog to support co-regulation
  - Use of the Garden
  - Time in the Music studio
  - Use of the martial arts space
  - Activities in the sports hall/ multi-sports pitch

### **Space to calm down**

There may be situations in which children cannot safely be around other specific children when in a state of anger or distress, in case of violence. This is assessed by those working closely with the child (e.g. their Core Team or staff immediately present). Safety is paramount and incidents are best resolved where they have taken place, preventing further conflict arising from an attempt to move the child elsewhere. In some cases a change of scene may feel helpful, and in these cases, with reference to the child's Formulation (which should anticipate what works well for the child in such situations) and to current considerations, staff may make a decision to take a child outdoors, to a Connection Room, or elsewhere nearby, bearing in mind the potential to call staff particularly skilled in co-regulation, mediation and conflict resolution, or staff with whom the child has a particularly good relationship. No child will be left alone or excluded from education; materials for continuing their learning will always be made available and staff will always be present, though not intrusive, if the child is very distressed. Reparation will be expected to take place as soon as they are calm, with the goal being the resumption of normal activities and socializing and the overall learning from the experience (for staff as well as for the child).

### **Post-Intervention**

- After a violent incident or the use of restrictive techniques or practices, staff involved need to be enabled to sit down with the child at the nearest opportunity, once both are in a calm

state, to repair their connection and to understand together what happened, towards preventing future incidents and enabling new learning.

- The child should never be left alone after an incident, or isolated, though time with key staff in the Reparation Space may be required before returning to normal activities and socialising. Being locked away alone makes co-regulation impossible and is counter-therapeutic or even abusive.
- This requires the team to communicate well and to be directed by a thoughtful management strategy that may include finding a different caretaker or engaging in a different kind of activity that helps the child to regulate.
- If the child wants to be left alone, a trusted member of staff must stay visible and close by, making themselves available in order to re-establish connection, relationship and emotional regulation, and to create the conditions for repair.
- In the immediate environment of an incident, other members of staff are responsible for looking after children who are not immediately involved. This may involve moving them away from the area, co-regulating them and working through their experiences of the event with them in subsequent hours and days. An ad hoc restorative meeting may be called by staff or children in this situation.

### 3. Responding to difficulty

#### (i) Regulate, Relate, Reason (RRR)

RRR represents a way of being with the child rather than a set of strategies. It does not imply acceptance of all behaviour, but rather an acceptance that the behaviour represents how the child is feeling and is worthy of understanding. Our way of working, drawing on developmental neuroscience and attachment theory, depends on establishing empathic attunement (*'Regulate' and 'Relate'*) to promote a change in behaviour, with an attitude of **loving concern**. A straight 'no', or an immediate correction, can escalate or inflame a situation and increase a child's dysregulation. Our goal 'is to challenge the child's adaptive capacities, not to overwhelm them' (Stewart, 2018). This means that we gradually extend the child's capacity to tolerate frustration by 'padding the limits' (i.e. maintaining boundaries that are experienced as gentle but unyielding rather than shocking and harsh, within the context of relational connection).



Relentless love

Our intention is to prevent difficulty escalating by noticing the earliest possible indications of unsettled or dysregulated behaviour, and immediately attending to their source and cause. This is intended both to re-regulate the child and to prevent others becoming involved, enabling low level disruptions not to grow into larger incidents. Those in the space at that time are best placed to deal

with difficulty if they are able to catch it early enough. This requires a commitment to flexibility in the delivery of the daily timetable and in the attendance of children in different activities. Staff are authorised to make decisions about keeping children back from activities if they sense an imminent conflict, and working to resolve it immediately rather than allowing it to play out. **Resolution and repair ('Relate') take priority over all other activities as they are essential in preventing violence and teaching children to manage their emotions.**



Fig 3: Responding to Difficulty: key components

### (ii) Co-regulation

Co-regulation is a term referring to warm and responsive two-person interactions that help a child to understand, express and manage strong emotions, through an adult, who themselves has learned to regulate their own feelings, modelling, coaching and supporting them (Murray et al, 2015). The concept is developed from developmental neuroscience and the work of Dan Hughes, Bruce Perry and others. Co-regulation can take many forms but usually involves a degree of back-and-forth, rhythmic, marked mirroring (i.e. reflecting the child's feeling in a modulated and

understanding way). The following qualities are essential features of co-regulation ([Brainstem Calmer Activities \(beaconhouse.org.uk\)](https://www.beaconhouse.org.uk)):

- Relational (offered by a safe adult)
- Relevant (developmentally matched to the child rather than matched to their actual age)
- Repetitive (patterned)
- Rewarding (pleasurable)
- Rhythmic (resonant with neural patterns)
- Respectful (of the child family and culture)

Staff are expected to embody our Pledge, and Restore principles when responding to difficulty.

- Staff are responsible for supporting students to understand what is happening in their bodies, enabling them to move away from feeling like something is ‘wrong’ with them into becoming curious about ‘what happened to me?’
- Staff are expected to provide co-regulatory activity and interaction to children in daily interactions and particularly where there are signs of unsettled or dysregulated behaviour. These may include:
  - Pair breathing and autonomic nervous system calming exercises (e.g. 4-2-4 breathing, progressive muscle relaxation)
  - Joint mindfulness and visualisation exercises (e.g. Light stream exercise, environmental focus exercises, Safe Place exercise)
  - Providing an alternative focus and engagement in a joint task (e.g. mowing the lawn, washing up, playing basketball, sorting and arranging resources with the teacher)
  - Showing curiosity about the child’s experience and engaging them in the self-reporting about their state of mind, and about their recall of the co-regulation strategies in their Formulation
  - Staff being expected to call an ad hoc restorative meeting to enable the group to help resolve a difficult situation or conflict
  - Using the Sensory Rooms in Discovery-I and Discovery-U according to the Sensory Room policy (see Sensory Room policy), as a place to co-regulate with children who are struggling to manage strong feelings safely.

### (iii) Padded Boundaries

Interaction strategies, language, tone and body posture are shaped by our awareness of executive function weakness, sensitivity to shame, and elevated perception of threat in this group of children. They are individually tailored according to a child’s developing Formulation, on the basis of our range of assessments. We pay particular attention to **VIP**:

- Vocal tone
- Interest and eye contact
- Proximal positioning

These strategies may include:

- Sitting down and speaking quietly when a child is becoming unsettled
- Using as few words as possible when delivering a directive
- Inviting them to sit and talk
- Using their name warmly and smiling at them
- Thanking and praising the child for signs of settling down
- Using humour to defuse tension (carefully)
- Apologising for possible misunderstanding
- Reminding the child of the context and the associated behavioural expectations (according to the Restore Pledge) rather than criticising them for falling short of these
- Intentionally overlooking (where appropriate) minor misbehaviour or secondary behaviours – e.g., when learners attempt to divert your attention away from the primary concern with: “But we were only talking”, “Other people let us!” Non-verbal secondaries include sighing, tutting, eye rolling etc
- Positive comments – reminders of previous successes/gentle praise/words of encouragement
- Reminders of personal goals
- Description of reality – describe the actions of the learner to make it very clear to them what is happening and how their behaviour is impacting on others
- Partial agreement - use ‘and’ as a useful way of deflecting secondary behaviours and demonstrating assertiveness. It is much less negative than ‘but’. e.g. “*Other teachers always let us...*” followed by: “*Maybe they do. And in this class the rule is clear .... Thanks.*”
- Modelling a friendly and authoritative stance, with assertive and non-confrontational gestures e.g. front-on stance when talking with a learner while giving personal space. Palms should be down and open.
- Finding a way to use the child’s oppositional behaviour in a positive way (e.g. enabling a task to change in the direction of what they are already doing) and framing this as a useful contribution.
- Applying the Principle of Charity - that the child’s behaviour has a good and important reason behind it and that later on it will be useful to work this out together (including how it could be expressed in a more healthy or appropriate way).
- Asking if there is something the child needs in order to do the task in question, and how the staff member can help.
- Putting the relationship with the child ahead of the task demand (e.g. ‘Of course I don’t want you to break that, but if that happens, we’ll find a way forward. I will still think well of you even when things go wrong’).
- Enabling students to ‘save face’ in stressful situations by ensuring there is ‘take-up time’, i.e. a gap between communications to allow them to act on instructions. This involves brief eye contact during verbal direction, followed by dropping eye contact and continue with previous activity.
- Using a ‘tactical pause’ - leaving a moment after the learner’s name when asking for their attention, giving them some time to ‘process’ and demonstrating an authoritative position in the conversation, e.g. “Steven... (pause) Steven... Looking this way and listening, thanks,” then turn away and give some take-up time.
- Turning a No into a Yes: ‘pad the boundary’, e.g. ‘Yes, as soon as you’ve cleaned the room up, I’ll help you’; ‘Yes, but first I have to see if there’s enough for everyone’. The child needs to hear a Yes, as well as experience optimal frustration. ‘No’ will often stimulate an



Every interaction  
matters

oppositional and distressed reaction that will get in the way of achieving the desired outcome.

- Contact and cover – if behaviour escalates, staff should work together with one taking the lead in talking to a child (contact) and another staff member monitoring the situation to deflect other learners from getting involved and watching for signs the other staff member needs more support (cover).
- Summoning assistance – this will be done in accordance with the Positive Approaches to Challenging Behaviour Training undertaken with all Restore staff.

#### (iv) Systemic work

Communication with external and wider systems outside Restore, and particularly the child's family and close professional contacts, needs to be maintained around every child. The family and the wider system play a crucial part in joining Restore to provide a containing and therapeutic group that supports the approach and the child's capacity to flourish within it.



It takes a village

At times of difficulty, where a child is unsettled or an incident has taken place, the wider network needs to be particularly involved in order to provide a greater level of containment and to offer understanding and expertise that could help resolve the difficulty. This may involve convening additional family contact, meetings or therapy sessions, and recruiting family or community members to support the work with the child. It may also involve more senior members of Restore staff or others in the wider professional network.

The child's Core Team is responsible for ensuring that this communication is open, helpful and informing the Formulation and the work with the child at these times and in general.

The guidance and expectations around sharing information and involving the wider system will be developed over time and updated accordingly.

#### (v) Natural consequences

Natural consequences are those that follow logically from a given behaviour. It is important for children to see that actions have consequences, both positive and negative, in real world situations, particularly where executive function is at an early stage of development. The natural consequence for all damage is that it should be repaired, and the natural consequences for being unsafe is that safety must be restored and trust rebuilt.

The usual natural consequence of a minor interpersonal difficulty or disruption is a conversation. Most low-level difficulties can be resolved through a brief 1:1 conversation between a member of

staff and the child concerned. Here we are informed by the strategies described above (connection, co-regulation and re-direction strategies).

Within the school, difficulties that have not been easily resolved in this way (i.e. where behaviour has escalated to the extent that a child needs to leave the classroom for a period of time) can be managed by reparative conversations, to be had in a timely manner.



Behaviour is  
communication

Where a difficulty has become active between several people (for example, an argument between children in the classroom; distressed behaviour in the home that others have noticed), we use the wisdom and support of the wider group to support such conversations through restorative ad hoc Community Meetings. These, and the wider community meetings, have the power to discuss and determine appropriate natural consequences: sanctions and reparative actions. The community around and including the child is responsible for working with them to determine an appropriate, fair and non-shaming sanction that reflects the natural consequence of what has happened, and to arrange and support a reparative action. How this takes place must be managed carefully, without punitive or shaming intent, and always underpinned by a culture of enquiry (i.e. Why did this happen? What can we do to address these causes? What will make a positive difference to those involved?) and a will towards resolution. Consequences and reparative actions are carefully monitored and audited via the DCR book (Discussion, Consequence and Reparation) in each flat (see Oversight, below).

Decisions around children not attending school or specific activities in the immediate aftermath of an assault or another violent action are taken by groups of senior staff, in discussion with staff who were present at the time. These decisions are only taken with the intention of safeguarding the child and others involved, and the imperative is to renegotiate their return to those places and activities via a restorative process, within a day if possible.

A further natural consequence is the realisation that something needs attention or to be learned, and a consequent change to the child's therapeutic programme. This could be the addition or increased frequency of a particular intervention, or another activity that builds a particular skill or gives an important experience that has been lacking. The Core Team meeting that follows involvement in any kind of incident considers, with the child, what this might involve, and puts in place the necessary arrangements and timetabling.

The key principle is *restoration*, i.e. that the situation can and must be remedied and we can return to a natural equilibrium.

In practice, this means:

- If something is broken, it will need to be fixed, or replaced. If a child has broken it, they may be expected to help raise money for a replacement, or to participate in a reparative task elsewhere at Restore.
- If a situation has become unsafe, safety will need to be restored before activity can continue as before.
- If a child demonstrates that they cannot manage a given activity or situation safely, it may be that some time may need to pass, and some work of some kind may be required with staff, before they can be considered safe to resume it. This may be understood as a 'consequence' or a 'reparative action', in the sense of it




being a route towards greater understanding and re-establishment of trust and safety.

- If a relationship is damaged by verbal abuse or a physical altercation, the same principle applies. It will have to be renegotiated and repaired through a process of restorative meetings aimed at developing a greater understanding between those involved.
- No sign of damage, whether physical or relational, will be allowed to remain unattended to. Staff are expected to participate actively in the speedy resolution of all conflicts and the replacement of anything broken.
- Discussion of the incident, of consequences and reparative actions, should be worked through as a group, via the weekly Community Meeting, or in ad hoc restorative meetings called by staff or children. Children may need support in order to manage this and peers and staff are expected to ensure that it is done in a way that feels safe, fair and helpful.
- Consequences of any sort should be agreed with each child and carefully examined to ensure that they are necessary, proportionate, contingent and relevant to the problem, and aimed at restoring safety and helping the child to internalise a sense of safe and good boundaries. They should be agreed consensually and overseen via supervision, reflective practice and quality assurance processes, with the help of senior staff.
- This process should be recorded in the DCR (Discussion, Consequence and Reparation) book for the child's flat, and quality assured by House Managers and the Registered Manager.

## (vi) Community Meetings

At Restore we have three types of community meetings (see Restorative Meetings, above, for more detail):

- i. Daily morning and afternoon check-ins, involving the children and staff in each flat
- ii. A weekly, scheduled, protected, longer Community Meeting where bigger issues are addressed
- iii. Ad hoc restorative meetings that can be called at any time to deal with a live and difficult issue that is affecting the functioning of a given activity, session, lesson or group.



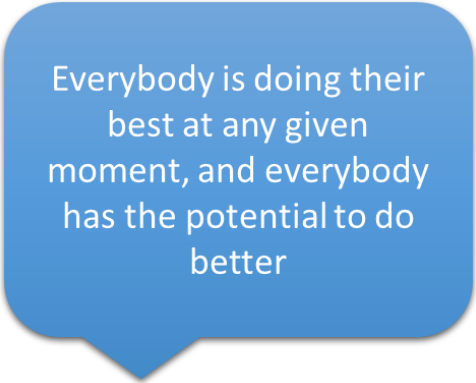
Culture of benign enquiry

These should all be used to address incidents, either live, preventatively or retrospectively. Staff are trained in facilitating Community Meetings as part of their core Restore training.

Community meetings offer the opportunity to talk through and explore incidents as well as to discuss consequences and agree and monitor reparation for damage done (to relationships or to property).

### (vii) Reparation and restorative practice

Restore staff will be trained to facilitate and participate in restorative practice in order to promote learning from conflict and damage, that can be used by the children in their future lives. Peer Mentors can over time complete their own restorative training and assist with this process within the community or in future settings after leaving the school. This foundation of knowledge and experience is necessary in order to ensure that reparative processes are meaningful and followed through.



Everybody is doing their best at any given moment, and everybody has the potential to do better

These processes require a high degree of specialist support and ongoing training. The school aims to embody restorative approaches at every level and in every part of the Restore community.

Staff are expected and supported to participate in reparative processes with children when they have been the victims of violence, offensive or sexual behaviour. A full commitment to this is a core aspect of staff roles at Restore.

### (viii) Physical interventions

In a serious incident, such as an assault or a use of restrictive techniques or practices, we will follow the guidance offered in the Positive Approaches to Challenging Behaviour training all staff undergo. The safety interventions to be used in this case will be designed specifically for the building, staffing and cohort at Restore, in line with BILD-ACT certification. In dealing with an incident, the same cycle applies as has been detailed above: restoration of safety, followed by co-regulation, followed by reparation and the integration of learning from the event.

It should always be remembered that when working with challenging behaviour, interventions of any nature should be in the best interests of the child, reasonable, proportionate and necessary.

Oasis Restore will use the safety intervention package offered by PRICE training. The school follows the approach, guidance and ethos of PRICE in all matters relating to the use of restrictive practices, restraint and the use of reasonable force. All training is certified by BILD- ACT and compliant with relevant legislation, regulations and guidance for the service in Oasis Restore.

If a child is presenting an immediate risk to themselves or others or causing serious damage to property, physical interventions that are reasonable, necessary, proportionate and in the best interest of that child may be required. This should be carried out with the minimum amount of force and for the minimum amount of time. In line with legislation, and PRICE Training and our own values, techniques which involve the deliberate application of pain will not be used in Oasis Restore.



We are authoritative, never authoritarian

Staff should remain with a child following a physical intervention to help them co-regulate and to renegotiate their relationship to the community.

If the situation has degenerated to the point of restraint/a therapeutic hold, it means we have failed to contain the child's anxiety at an earlier point in the process – the child could not avoid falling apart under the pressure of what was going on. Reaching an understanding of this must be factored into the process that follows, both with the child and for staff. The reparation phase involves restorative meetings in which a deeper understanding of the conflict and all perspectives within it can be heard, and a resolution can be found that makes sense to all involved, as detailed above.

Restraint or reasonable force should not be used as such a regular feature of practice that it comes to be seen by children as an everyday method of control and one which they will come to demand/expect before accepting adult authority. Children who have suffered serious physical and/or sexual abuse can react powerfully to well-intentioned efforts of reasonable force or restraint, misperceiving such actions as the prelude to further assault of either type. This must be kept in mind by the adult who must be prepared to reassure a child of intention. Through the process of Formulation, children are involved, outside and prior to such an incident, in discussing and identifying behaviours that might require adult intervention and reasonable force or restraint. This understanding can be renegotiated following a restraint, in the following Core Team or Formulation meeting.

Staff using reasonable force must remember:

- To ensure that one person takes the lead in talking to the child during the interventions. This can avoid creating further confusion.
- After any physical intervention a visual check of the child needs to be completed to check for injuries and ensure any medical treatment that is required is actioned and this needs recording on the report.
- Incidents of reasonable force or restraint are recorded within 24 hours on Clearcare (on-line recording system) and SLT will review (impact on child, impact on staff and learning for everyone)
- Any appropriate amendments are made to the child's Risk Assessment, alongside their Formulation, at the next Core Team meeting, and recorded in the DCR (Discussion, Consequence and Reparation) Book.
- Reasonable force / restraint can only be used by a member of staff who is trained in the use of our safety intervention package, or if not, where reasonable force is required in an unforeseeable event.
- Reasonable force / restraint can only be used if a child is in danger of hurting her/himself or another person, causing serious damage to property, or if attempting to abscond from Oasis Restore.
- Reasonable force / restraint should only be used as a last resort. Where possible, preventative forms of intervention should have been tried and a variety of other interventions tried. These may include talking, comforting, calming, and withdrawing oneself from the situation.
- Reasonable force / restraint are defensive protective techniques. They should never be used offensively and should only be used to ensure safety and to protect people or property. They must never be used to punish or merely to force compliance.
- Reasonable force / restraint should only be used until the child and others are safe.
- On-call arrangements will enable additional staff, including senior staff, to attend if needed.
- The police will be called to intervene if the incident reaches a level of severity that requires their support, in line with our agreement with Medway Police.

- When a member of staff is hurt during an incident, we ask that they reflect on this over a minimum of 24 hours before coming to a decision with senior leadership regarding the most appropriate steps to take. This is not to minimise the seriousness of what has happened but to promote a reflective process that enables the best outcome.
- The event must be recorded afterwards. Time should be allowed to calm down and to evaluate the incident. Any use of reasonable force must be recorded within 24 hours. All staff are trained to identify positional asphyxia and should ensure that practitioners monitor risk both during the restraint and afterwards.

### *Monitoring incidents and use of reasonable force or restraint*

All incidents of use of reasonable force and restraint are recorded on Clearcare with a reflection from the child and a body map, This will then be logged weekly onto a whole school tracking sheet which will be monitored by the Registered Manager, as well as being discussed in subsequent handovers and staff meetings. They are systematically reviewed in the weekly Safeguarding meeting as well as in the child's Core Team meeting.

Records should:

- Be completed within 24 hours
- Use the systems and structure identified in the relevant policy
- Be factual and objective
- Be dated
- Inform risk assessment Formulation and positive handling plans
- After any physical intervention a visual check of the child needs to be completed to check for injuries and ensure any medical treatment that is required is actioned and this check, with any outcome, needs recording on the report. If there is any concern about a child's wellbeing, or if they express concern about their own wellbeing the child will be seen by the School Nurse. Where appropriate the nurse will document marks, injuries etc. using a body map.

Debriefs will be held following any use of reasonable force or restraint.

In all incidents of restraint, the child should be given the opportunity to go through the incident with a staff member. This needs to take place within 5 days of the incident, and should occur within the Core Team meeting where possible. A key part of going through the incident with the child is about listening to and capturing the child's experience of restraint and involving them in thinking about strategies that may help them in the future. The child should also be offered the opportunity for advocacy support (i.e. to talk to someone not involved in the incident, such as a social worker, inspector, advocate, independent visitor).

All incidents of control, discipline and restraint are subject to systems of regular scrutiny. Restraints are monitored weekly by the Registered Manager and the Senior Leadership Team, and half termly by the Board of Trustees, and are the subject of discussion in subsequent supervision, reflective practice and PRICE training, as well as part of the monthly monitoring under Regulation 44.

Behaviour is  
communication

The LADO is consulted where the use of restraint becomes a concern. All records are archived along with

current policy and guidance. This may include monthly reviews in line with independent visitor (Regs 44/45).

### (ix) Self-harm

Self-harm *always* happens for a reason (often, many layers of reasons). This deserves and requires deep exploration and understanding if it is to be resolved. Responses will depend on the dynamic formulation of the behaviour with the child and the Core Team. Addressing the reasons/causes is more effective than addressing the behaviour alone, though both kinds of response may be necessary at the same time. Some forms of self-harm are hidden or subtle (e.g. self-neglect, not eating, overeating, scratching); staff need to be alert to this.

Reasons for self-harming are unique, individual and contextual but may reflect:

- Habitual ways of coping with strong feelings (translation of emotional into physical pain; stimulating opiate response)
- Autistic self-soothing/regulation
- Boredom and frustration
- Impact of trauma, re-enactment or punishment of the self
- An idea, conscious or unconscious, that bad parts of the self can be removed or destroyed
- A submissive reaction in the face of perceived threat
- An idea that something can be gained by this action
- Social contagion – envy, empathic responses, competitive ‘games’, experimentation
- Drug use, leading to hallucinatory and delusional experiences

#### Responses therefore need to be:

- Based on a good **formulation** of the child, their difficulties and context – including identification of staff members to whom the child relates particularly well
- Focused on **co-regulating** and gradually helping the child to learn to regulate themselves
- **Containing** of their feelings (accepting, caring, not punitive, but not enabling)
- Offering **alternative** means of meeting or dealing with the need the self-harm signifies
- **Multi-disciplinary and systemic** – joined-up across staff and teams including NHS and safeguarding, family and other significant people in the child’s life.
- Clearly **communicated** to the child, the family and the system, the same day where appropriate
- Potentially involving **peer support** from children *who are not themselves at risk of self-harm*
- Not shaming or public; discreet and respectful without being secretive
- Not enabling further contagion (e.g. it may be necessary to think about accommodating children who are self-harming in separate flats)
- Acknowledging and working with the **impact on staff**, which can be profound and important.

#### Decision-making

Decision-making about the child’s care and safety need to be made with **them**, and by their **Core Team**, crucially including staff from the child’s flat who know them well and a suitably qualified and experienced member of the **healthcare** team. It should be overseen by a member of **the Senior Leadership Team** and by a **senior clinician** in the healthcare team as well as by a member of the **safeguarding** team. This will take place via the same system of restorative and Core Team meetings that exists to support the resolution of all forms of difficulty described in this policy, in this case expedited in accordance with the level of risk and distress suggested by the child’s actions and involving a dynamic assessment of ongoing risk. It will usually be necessary for this group to meet as a matter of priority as soon as possible the same day as any concerns arise. The expanded Core Team will need to consider:

- The need for additional observations of the child, or constant observation if the risk is acute (see Therapeutic Observation Policy)
- Any requirement for hospital treatment, either at A&E or involving a transfer to a secure mental health provision
- The need to search the child’s room for items which might be considered potential sources of harm
- The need to remove these items
- Any impact on the child’s timetable, routine or access to facilities at Restore
- Family members’ and peers’ support for the child and potential involvement in planning for and keeping them safe

Further details of escalation and decision-making processes can be found in the *Critical Response Framework* and the *Safeguarding Policy*.

### Support for staff

Staff are supported to develop knowledge of working with children who self-harm via training within the Level 4 qualification, core induction and ongoing. Joint and team work via the Core Team and the residential teams in each flat provide space for mutual support and formulation, which often reduces the level of anxiety that can be elicited by self-harm. Clinical supervision can be expedited ad hoc to support staff who need it; and fortnightly reflective practice provides an important opportunity to process and reflect on the child, their impact on the staff team, and ongoing work. In addition, ad hoc support can be sought from SLT and therapeutic staff. The House Therapist can act as a conduit for information as well as a source of support in these situations.

## 4. Operationalising the Restorative Policy

Example responses and reparation processes for a range of behaviours in the classroom

Categories	Behaviour/Communicators (in a	Response (in a theoretical, escalating order)	Consequence	Decision Maker
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theoretical, escalating order)					
<b>Disruptive</b>	Talking out of turn	<b>Always take the opportunity to refocus, and prevent escalation- Nip it in the bud!</b>	<b>Verbal Reminder</b>	<b>Teacher</b>	
	Disruptive sounds		<i>Give the students the benefit of knowing their choices and consequences</i>		
	Failure to clear up after yourself	<b>Give some space</b> <i>Using a 'tactical pause' - leaving a moment after the learner's name when asking for their attention, giving them some time take ownership without correction</i>			
	Offensive noises				
	Not following instructions	<b>Be curious</b> <i>Asking if there is something the child needs in order to do the task in question, and how the staff member can help.</i>	<i>Reiterate the pledge</i>		
	Being out of seat	<b>Be positive</b> <i>Remind the student of previous successes/gentle praise/words of encouragement</i> <i>Remind them of their personal goals- they may be close to achieving a certain number of reward miles</i>			
		Use your relationship, or the relationship of others in the room to refocus students before behaviours escalate. You may find it useful at this point to distract			

<b>Escalated</b>	<p><i>Any persistently disruptive behaviours</i></p> <p>Refusal to participate</p> <p>Abusive language</p> <p>Name calling</p> <p>Making fun of someone</p> <p>Swearing at someone</p> <p>Excluding someone</p>	<p><b>Give some space</b></p> <p><i>Enabling students to ‘save face’ in stressful situations by ensuring there is ‘take-up time’, i.e. a gap between communications to allow them to act on instructions. This involves brief eye contact during verbal direction, followed by dropping eye contact and continue with previous activity.</i></p> <p><b>Be real (straightforward, never manipulative)</b></p> <p><i>Describe the actions of the learner to make it very clear to them what is happening and how their behaviour is impacting on others</i></p> <p><b>Provide an alternative means of regulation</b></p> <p><i>Finding a way to use the child’s oppositional behaviour in a positive way (e.g. enabling a task to change in the direction of what they are already doing) and framing this as a useful contribution.</i></p>	<p><b>Restorative Meeting</b></p> <p>Impact on self</p> <p><i>Conversation with member of teaching team. Ownership that any behaviours that impact the students or staff negatively, and a follow up reparative conversation is now needed</i></p> <p>Impact on others</p> <p><i>Restorative conversation with the other student which is facilitated by a member of the teaching team or if after school hours, residential staff.</i></p>	<p><b>Teacher</b></p> <p><b>Communicated straight away with HM/Core team and recorded on Bromcom for further monitoring</b></p>
<b>Critical</b>	<p>Constant disruptive behaviours</p> <p>Bullying</p> <p>Physical abuse</p> <p>Destruction of property</p> <p>High levels of aggression</p> <p>Hurting someone else</p> <p>Intolerant language</p>	<p><b>If behaviours reach a critical level, there are a range of strategies that could be used to maintain or restore a safe, learning conducive environment</b></p> <p><b>Provide time out</b></p> <p><i>Encourage the child to remove themselves from the room, assisted by a member of the teaching team</i></p> <p><b>Make contact and ensure cover</b></p> <p><i>If behaviour escalates, staff should work together with one taking the lead in talking to a child (contact)</i></p>	<p><b>Restorative meeting</b></p> <p>Impact on self</p> <p><i>Conversation with member of teaching team. Ownership that any behaviours that impact the students or staff negatively,</i></p>	<p><b>Teacher in conjunction with senior member of staff</b></p>



		<p><i>and another staff member monitoring the situation to deflect other learners from getting involved and watching for signs the other staff member needs more support (cover)</i></p> <p><b>Summon Assistance</b>  <i>This will be done in accordance with the Positive Approaches to Challenging Behaviour Training undertaken with all Restore staff.</i></p>	<p><i>and a reparative conversation is now needed</i></p> <p>Impact on others  <i>Restorative conversation with the other student which is facilitated by a member of the teaching team or if after school hours, residential staff.</i></p> <p><b>Participation review</b>  <i>Subject to review, from particular activities on the basis of safety; intensified contact with staff.</i></p>	
		<p><b>Any other incidents in this category trigger a critical incident response</b>  See Critical Response Framework</p>		

All incidents that move beyond the initial response stage are logged on Bromcom/Clearcare if tasks need to be assigned; also relayed via handover. ‘Teaching team’ refers to any member of staff supporting the learning in the classroom.

## Oversight

The children we look after have often experienced coercive control from parents, caregivers or exploitative adults or peers in the past, and we must be alert to the ways in which these kinds of responses will be elicited as the children replay their expectations of relationships in this setting. In addition, other pressures on staff and the personal and vicarious impact of assaults can stimulate punitive feelings that need to be managed through supervision and never acted out in relation to the children. Sanctions and consequences typically provide fertile ground for these kinds of enactments so at Restore we ensure that there are numerous checks and balances on staff behaviour in high-pressure situations. These include supervision, reflective practice, community meetings, the Safeguarding meeting, and other restorative circles where others’ views and experience are brought

to bear on a given situation or conflict, as well as an ongoing audit of all sanctions and reparative actions decided following incidents.

## 5. A positive and celebratory culture

### Recognition and praise

*‘Changing a person’s behaviour is not a management system of control, but a human system of relationship’*

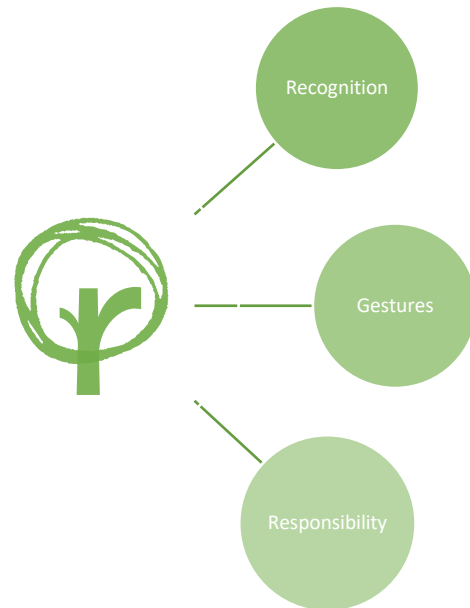
Our approach to recognition and praise is to encourage intrinsic motivation as opposed to a token economy system of reward. Our aim is to embed a sense of ownership, and inclusivity which creates an environment where every child is recognised and praised for their unique progress and contributions relative to their starting points.

‘Habits form best when rewards are powerful enough to motivate behaviour, but are uncertain in the sense that they do not always occur’ (Wood & Neal 2016). Through a system that is less predictable, designed around the individual and celebrated both privately, and at times publicly, we will inspire change that sticks. In any area of Restore, be that the home, school, football pitch or library, all children will be recognised for their achievements.

Forms of recognition are to be tailored to student’s individual progress needs and are at the discretion of staff to award. Here are some examples that we have identified that students will be recognised for:

- Preventing or calming conflict
- Showing care for others
- Being role models at Restore
- Academic progress
- Effort and engagement in learning and enrichment
- Being reflective
- Persevering attitude
- Making progress relative to their starting points
- Taking responsibility
- Showing maturity and curiosity

Our recognition strategy is primarily to offer generous and specific, personalised verbal praise and appreciation, often within community meetings, lessons and other shared spaces. A weekly school assembly includes an opportunity for children and staff to express gratitude to particular individuals



or for experiences they have had, within or outside Restore. Opportunities for recognition include ceremonies, phone calls home, postcards, shout outs in meetings, 1-1 conversations, assemblies, communications with families, messages via media platforms in the home, Graduations and alumni meetings.



## Relentless love

In the flats and beyond school hours, all staff can recognise flat communities for behaviour that is in line with our ethos, pledge and cornerstones (e.g. keeping their house clean, maintaining or promoting a peaceful or caring atmosphere, helping other children, resolving conflict). This is useful in helping the children notice the intrinsic joy and pride they can feel in relation to positive behaviour. Much as in a normal home: a 'treat' is for all, and does not need a specific reason.

## Gestures

Spontaneous gestures of care, offered by staff at random moments (e.g. mending a child's torn sweatshirt, making them a cup of tea) are a key part of creating a safe and caring environment at the school. Frequently used within the Non-Violent Resistance approach, gestures of this kind will be detailed in staff training and encouraged between staff as well as towards children.

## Community recognition, roles and responsibilities in the home

A key aspect of community living is the assumption of valued roles and responsibilities in the home. Children are expected to take up roles within the homes and are supported to carry out the associated activities (for example, as the Kitchen Monitor, helping organise food for the flat; or Activities Monitor, planning and organising evening or weekend activities with Restore Practitioners and volunteers). They are valued and praised for this through the course of the Community Meetings. Difficulty or struggle taking up these roles is explored as part of the work of the therapeutic milieu. Children who show a particular flair for leadership may take up roles such as Chair of the Community Meetings and representative to the Student Council.

## Recognition beyond Restore

The Oasis Restore Passport represents a way in which children's achievements are honoured and celebrated beyond Restore. In addition, children are supported to take up opportunities to contribute in the community through volunteering, representing the school in public events, conferences or media, or undertaking activities through ROTL or in the community upon release. Oasis Restore, through the Restore Network, provides ongoing support to children on release, ensuring that their achievements and abilities are known and celebrated in their networks.

## 6. Training and Support: enabling staff in this approach

This way of working involves significant emotional investment by staff in containing and building relationships with young people in high levels of distress, and crisis. It requires strong, open, honest and expressive relationships and communication. Staff need and deserve a high level of support and care in order to do this work effectively, safely and enjoyably.

### Culture of benign enquiry

This is enabled by the following sources of support and development, which are an intrinsic part of every role at Restore (please see the *Restore Framework* and *Framework for the Care and Development of Staff* for more detail):

1. Induction training (which covers a broad range of topics and involves on-the-job supernumerary observation and reflection during the probationary period). This will involve intensive practice and rehearsal of forms of interaction and routines around identifying, anticipating, responding to and resolving conflict with children that reflect PACE principles and reinforce our culture and expectations, so that no staff are unaware of how to communicate these in real life.
2. A rolling programme of staff training and consultation including external and internal input.
3. Individual, small group and flat group staff supervision (weekly, fortnightly or monthly)
4. Reflective practice groups for all staff in mixed interdisciplinary groups (fortnightly)
5. Attendance in and contribution to Community Meetings, daily check-in meetings and handovers.

These activities are core to all roles at Oasis Restore. Non-attendance will be explored and worked with via line management and may ultimately signify unsuitability to work at Restore.

## 7. Roles and responsibilities

All staff share a responsibility for promoting and embodying this approach at Restore and supporting their colleagues to do so.

### All staff

- All members of staff are responsible for supporting the needs of children across the school. Where a child is struggling, staff are immediately responsible for co-regulating with them, supporting them appropriately, and sharing this information via Bromcom/Clearcare and with the child's Core Team.
- Shouting, shaming, threatening and inappropriate language should never be used. When this occurs, it is a sign that staff are overwhelmed and need to be relieved by colleagues immediately, with a restorative process to follow.
- All members of staff are expected to use the principles and processes outlined in this policy to support the needs of all children at Restore.

## Specific Roles

Principal Director, Director of Learning and Enrichment, Registered Manager and other Senior Leadership posts:

- Lead the ethos of this policy (lived through our integrated framework of care)
- Reflect our policy from belief into behaviour
- Ensure the policy is implemented effectively and learn when we get it wrong
- Ensure effective training for staff and review incident reports for further training and development
- Oversee the specific needs of pupils across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to improve the quality of care

## 8. Practice and policy review process

This policy is under a continuous process of review, involving an ongoing cycle that involves applying relational and restorative principles in practice and policy development, disseminating these through frequent training, and reviewing effectiveness/identifying weaknesses and/or lack of clarity, problem-solving to further develop practice.

## 9. Sources and key references

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