

Behaviour Policy

Tudor Lodge Therapeutic School



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BEHAVIOUR POLICY

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: Education Act 1996/Education Act 2002/Equality Act 2010/Education and Inspections Act 2006/Health Act 2006/Voyeurism (Offences) Act 2019/The School Information (England) Regulations 2008/DfE (2016) 'Behaviour and discipline in schools'/DfE (2021) 'Keeping children safe in education'/DfE (2023) 'Sexual violence and sexual harassment between children in schools and colleges'/DfE (2018) 'Mental health and behaviour in schools'/DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'/DfE (2013) 'Use of reasonable force'/DfE (2018) 'Searching, screening and confiscation'.

ROLES AND RESPONSIBILITIES

The Governors and Senior Leadership Team have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The principal is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents, and pupils at least once a year.
- Reporting to the Governors and Senior Leadership Team on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- The mental health lead is responsible for overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Entering incidences of poor behaviour on the school's online system.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's

behaviour.

Statement Of Behaviour Principles:

- Staff must use fair and consistent vocabulary when describing a pupil's behaviour.
- All behaviour serves a function for the individual.
- All behaviour is a form of communication.
- Pupils do not generally behave randomly, sometimes it might be hard to see the reason behind the behaviour, but it is always there.
- Staff should not place blame on pupils for their behaviour.
- Every pupil is unique, and that a 'one size fits all' approach to behaviour management is neither helpful nor desirable.
- Pupils who are motivated, and whose personal interests are incorporated into their daily school lives, are less likely to exhibit concerning behaviours.
- The attitudes, perceptions and values of the staff working with pupils can have a dramatic effect on the incidence of behaviours that challenge and the effectiveness of how it is managed.
- All behaviour management strategies ought to be in the best interests of the pupil.
- Restrictive Physical Interventions (RPIs) should only be used when necessary.
- With the right support from adults and the school's systems and processes all children and young people can learn to improve their behaviour.
- We make decisions thoughtfully based on the evidence and our knowledge of our children and young people.
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Duty Of Care

Teaching and non-teaching staff work in place of a parent and should always be mindful of their duty of care to the pupils, as they could be liable for a claim of negligence if they fail to follow the guidance within this policy. This policy is for the protection of pupils and all teaching and support staff (including student placements). This policy will be fully available on the school website and contents are readily available to parents and carers.

Therapeutic Approach

- Therapeutic Approach is an approach that is used to support behaviour change in young people or adults with or without a learning disability. Unlike traditional methods used, the focus is not on 'fixing' the person or on the behaviour of concern itself and never uses punishment as a strategy for dealing with behaviours of concern.
- TA is founded upon an understanding that behaviours that challenge serve an important function for those who display them.

- TA requires the assessment and support strategies to be person-centered and grounded directly in information that has been gathered about the pupil and their environment.
- TA is best viewed as three tiers of support in recognition that sometimes people find things more difficult and may need more support than others.

1) Universal

Whole-school approach and class based pastoral care.

2) Targeted (Pastoral support plan implemented)

Universal pastoral care with additional intervention or strategies to support specific area (i.e., behaviour, wellbeing, attendance)

3) Specific (pastoral support plan)

Bespoke support package, with potential for modified provision

Trauma Informed Behaviour Management:

Our positive behaviour management and relationship policies reflect our trauma informed approach, and our behaviour strategies are both developmentally and trauma-informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all, and support is offered to those having difficulty meeting those expectations.

In practical terms it means that we try to not place the pupils in situations that they are unable to manage. It is vital that our response to their distress and often behaviours that challenge is supportive and focuses on how best to support the brain's frontal lobe functioning to be able to relate to the world and each other in a healthier way, rather than employing punitive sanctions that are detrimental and inappropriate to the child's development. If we are truly to protect our pupils and each other, our school approach needs to reflect a differentiated and developmentally appropriate response to behaviours of concern by recognising that behaviour represents an unmet need that may be a result of past Adverse Childhood Experiences (ACE).

Motivators and Consequences

The reinforcement of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life. Rewards/ motivators are those that are given to a pupil after he/she has behaved in a way that gains an adult's approval. For example, a pupil gets stars/stickers for completing his work. Rewards/ motivators

are tangible and are designed to motivate positive behaviour. At Tudor Lodge, rewards are likely to take the form of either an object (e.g., iPad) or an experience (e.g., getting a certificate) and are based on the individual preferences of each individual pupil. The practice of removing stars or rewards that have already been earned bears a strong resemblance to punishment and is therefore incompatible with Tudor Lodge's stance on Therapeutic Approach. It is not acceptable practice for rewards to be revoked.

Food should not be given as a reward routinely. In exceptional circumstances, food may be used if this has been discussed and agreed by a team of professionals and it forms part of an action plan that is being reviewed regularly and with a clear plan on how to fade this reward out as soon as possible.

At Tudor Lodge we do not believe in sanctions or punishments, but we do believe that it is important for our children and young people to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour's function and make sense to the young person. For example, if a young person presents with a behaviour of concern because he/she is trying to avoid a demand the adults would wait until the young person is calm and will reinstate the demand. At the same time, consideration will be given on the reason the young person is reluctant to follow this demand and appropriate proactive strategies will be implemented in order to reduce the likelihood of this happening again. In addition, the class team will focus on teaching the young person appropriate functional skills that will enable the young person to achieve the same outcome without having to use a behaviour of concern. The consequences may vary for different pupils in line with their individual needs and the function of their behaviour.

In addition, if a young person is not successful in gathering all the required stars/ thumbs up to gain a reward/ golden time a member of staff will provide the opportunity to be successful by completing an additional task. Staff will make every effort to ensure that the young people receive their motivators/ rewards on a daily basis but on some occasions, this might not be possible, and a young person might not be successful in gaining one of his/ her rewards.

Consequences for behaviours of concern will only be used with students who are at a stage emotionally where they can exercise some control or choice over their behaviour. It is not appropriate to hold a student to account for their behaviour, by implementing a consequence, when they are at an emotional development stage where they operate from the reptilian brain or when they experience heightened emotions and revert to fight/flight or freeze.

Finally, it is important that after a behaviour of concern has been presented the adults review what happened and whether there was anything that could have been done differently to support the young person to manage their own behaviour.

Use Of Aversive Behaviour Sanctions - Punishment and Discipline:

An aversive practice involves the use of unpleasant stimuli to induce changes in behaviour through punishment. By applying an aversive strategy immediately following a specific behaviour, the likelihood of the behaviour occurring in the future may be reduced. However, it is not effective because it does not address the root cause of the behaviour. It may reduce it in the short term, but often it will quickly be replaced by another undesirable behaviour because the cause has not been addressed.

Discipline is defined as the practice of making people obey rules or standards of behaviour and punishing them when they do not.

Punishment is defined as any unpleasant consequence that occurs following a behaviour that reduces the likelihood of the behaviour occurring again. Punishment in schools focuses on changing a student's poor behaviour and it is imposed by adult authority. Research shows that punishment has limited effectiveness for 'discipline' and has serious negative side effects.

At Tudor Lodge, we do not believe in the concept of discipline or punishment because it focuses the child or young person's mind on the punishment, rather than what she/he did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others. We believe that there are better options for supporting our children and young people to improve their behaviours that are more effective and less harmful to them.

Punishment must not be used under any circumstances in response to pupils' behaviour, challenging or otherwise. This includes shouting, pushing, and smacking, isolating, secluding, denying curriculum access, withholding food, removing stars from star charts or rewards. We believe that reinforcing positive behaviour is a far more useful intervention and one which has more relevance to our young people.

'Time-out' is a punishment-based behaviour modification technique, and therefore must not be used, or threatened to be used, in response to pupils' behaviour. 'Time-out' is very different to the concept of 'time-away', which is the preferred terminology when describing a pupil who is given a break from an activity or setting because they are beginning to show signs of dysregulation.

At Tudor Lodge we do not use punishment as a behaviour management technique, but we do accept that an exclusion may take place in response to a pupil's behaviour. For more information regarding exclusions please read the 'Exclusion' part of this policy.

Restricting Liberties and Seclusion

At Tudor Lodge children and young people will never be:

- Locked in a room alone.
- Denied access to the toilet.
- Deprived of food/ drink

We do not use seclusion rooms as a means of managing pupils' behaviour. The advice to staff is that seclusion, or anything resembling it, must not be used.

Seclusion refers to 'the supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving...its sole aim is the containment of severely disturbed behaviour which is likely to cause harm to others.' *(Positive and Proactive Care: reducing the need for restrictive interventions/Department of Health/April 2014/p.28).*

Any use of seclusion is likely to contravene Article 5 of 'The Human Rights Act', the right of Liberty and Security and its use in any setting should be questioned. 'The Mental Health Act Code of Practice' (2015) also acknowledges the particular risks attached to seclusion: *"Seclusion can be a traumatic experience for any individual but can have particularly adverse implications for the emotional development of a child or young person."*

Restrictive Practices

A restrictive practice is any practice which stops someone doing something they want to do. All schools need routines, structure and systems and all children and young people need boundaries. It is the responsibility of adults to provide clear guidance and to keep children and young people safe. Equally, it is important to give children and young people as many choices as possible and to give them as much control over their lives as possible.

Therefore, adults will need to put in place some restrictive practices but need to make sure that they are proportionate i.e., they will only be used when there is good reason:

- To keep children, young people, and adults safe (e.g., outside gates are locked during the school day)
- To protect their health (e.g., physio programmes need to be followed)
- To balance the interests of different members of the school community (e.g., resources need to be shared)
- To ensure that children and young people have access to a varied curriculum (e.g., there will be a timetable to follow)
- To prevent damage to resources or the environment (e.g., if a child is likely to break a particular toy, then he may be given a different one)
- To maintain safeguarding and e- safety (e.g., young people will be supervised using PCs/ I Pads at leisure time)

- To maintain dignity (e.g., young people will not be allowed to be in public without their clothes)

Adults will always say 'no' calmly and may use an alternative word ('later' or 'first/then'). Where possible, adults will explain the reason for any restrictive practice and will seek to offer a positive alternative which the child or young person can willingly accept. For example, it will not be possible to take a young person swimming every time they ask to go but the adult may be able to explain when swimming is next on the timetable and to offer another favourite activity.

Supporting Behaviours of Concern

At Tudor Lodge we define behaviours of concern as any behaviour which:

- Reduces the quality of an individual's life.
- Reduces access to learning.
- Puts a child or young person at risk (physically or emotionally).
- Puts the people around a child or young person at risk (physically or emotionally).
- Leads to responses from other people which restrict opportunities for social contact, enjoyment, or learning.

Behaviours of concern may show that:

- The child or young person's educational needs are not being met.
- The child or young person has needs or wants which they are not able to communicate through other means.
- The child or young person's medical needs are not being met – they may feel ill or in pain.
- The child or young person is experiencing demands which are too much for them.
- The child or young person is experiencing feelings such as frustration, anxiety, depression, or anger.
- The child or young person is overwhelmed by their environment.
- The child or young person needs more help to understand what is expected of them.
- In judging whether a particular behaviour is a cause for concern adults consider the child or young person's age and level of development.

Pupil Behavioural Plans:

Every pupil has an individually tailored behaviour plan. The BP outlines proactive and reactive strategies, in addition to teaching contextually appropriate skills, developing communication systems and suggestions on modifying the environment to support the young person to learn

the necessary skills that will enable them to self-regulate and manage their own behaviour. By colour coding the BP we show the different stages of the behaviour as an individual's behaviour moves between:

Green 'typical behaviour' (baseline), **Yellow** – triggers, **Amber** – escalation, - **Red** Behaviour incident, **Blue** - debrief and recovery strategies.

All staff are expected to follow the strategies mentioned in the pupils BP consistently in order to support the pupils when moving between the different stages of behaviour safely and effectively.

Proactive and reactive strategies:

Proactive strategies are interventions which are used on an ongoing basis in an attempt to reduce the likelihood of occurrence of behaviours that challenge (sensory breaks, reward systems, verbal praise, environments, and visual timetables).

Reactive strategies are designed to keep the person and those around them safe from harm. They provide a way to react in a situation where the pupil is dysregulated and putting themselves or others at risk (distraction, redirection, suggesting time away, reminding of rewards, RPI). When a behaviour of concern occurs, or is likely to occur, staff follow a gradient which is preventive and supportive, using the strategies which are least restrictive and least likely to cause distress to the child or young person.

Supportive and Functional Environments:

Tudor Lodge sets high standards for the general appearance of classrooms, and for their upkeep as the environment in which pupils are taught can have a significant impact on their behaviour and engagement.

In addition, one of the foundation values of Therapeutic approach is the focus on fixing the environment around a person, not the person. Therefore, by adapting the environment we can support our young people to minimise behaviours of concern and improve their quality of life. In order to promote positive and appropriate behaviour, the learning environment must be both supportive and functional. A supportive environment depends upon the attitudes and actions of the people in the environment. A functional environment depends upon the environment's suitability for meeting a person's needs.

A supportive environment is characterised by:

- A calm, purposeful working atmosphere

- Friendliness
- Happy working relationships
- Flexibility
- Responsiveness to needs.
- A caring attitude amongst staff
- Tolerance
- Optimism and high expectations
- Clear and consistent boundaries for acceptable behaviour

A functional environment is:

- Safe and tidy
- Uncluttered and clean
- Strongly visual
- Clearly demarcated for activities
- Labelled appropriately to the students' needs.
- Optimally stimulating
- Sufficiently resourced
- The right to a supportive and functional environment is recognised for staff and pupils alike, and responsibility for maintaining this environment rests with every member of the school team. As pupils develop, their learning environment should develop alongside them; therefore, constant review and evaluation are necessary to ensure the environment remains both supportive and functional.

Self-regulation and positive behaviours

The promotion of positive behaviours in our expectations is an essential part of fulfilling our vision. The following are the things we do to support our children and young people to manage their own behaviour successfully.

- Routines
- Develop positive relationships with our young people.
- Focus on functional communication.
- Classroom Rules
- PSHE Curriculum
- Pupil debrief sessions.
- Interventions
- Teaching of functional skills as identified by our behaviour assessment.
- Teaching coping mechanisms

- Modelling positive behaviours

Supporting Individual Needs

Throughout the day activities are personalised to the pupils' individual needs in order to provide positive experiences in which children and young people will want to participate. In planning activities, teachers will take account of:

- Effective communication model
- Individual likes and dislikes
- The level of structure and predictability needed.
- The support which helps at a time of anxiety or frustration
- How individuals make choices and the choices which are important to them
- How much personal space an individual needs
- Attention span.
- What individuals find easy or challenging.
- Friendships and key relationships and any difficulties with specific people
- How they respond to adults and other children
- Sensory needs
- Health needs including levels of fatigue.
- Effective communication strategies
- Advice from CAMHS, Occupational Therapists, Educational Psychologists, Physiotherapists and Speech and Language Therapists
- Information from families about preferences and favourite activities

Advice for staff when dealing with a behaviour of concern.

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of dynamic risk assessment may allow the time to decide on the appropriate action necessary.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e., not toe-to-toe, are recommended.

Awareness of space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly, and confidently.

Intonation and use of voice - When people are anxious or angry, they tend to talk faster, higher, and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Time away - This involves guiding a child or young person away from a situation which they may find difficult into a 'safe space' and giving them time to calm. Safe spaces will be identified for individual children and young people as part of their OLM. They can be any space where the child or young person is likely to feel safe and comfortable, where they have room to move freely, where there is minimal distraction and minimal risk of injury and where they can be supported or closely observed by an adult. They may be indoors or outdoors. The adult may offer a calming or distracting activity such as going for a walk, running around the playground, or playing with a favourite comforter. It may be necessary to use a (restrictive) physical intervention to move the child or young person away from the immediate situation where their behaviour is likely to harm others.

Children and young people may also make their own choice to withdraw to a safe space for a short period of time. A member of staff will be present in the 'safe space' with the child or young person to observe them and help them calm. If they indicate that they do not want an adult with them, this choice will be respected. However, an adult will continue to observe them from a short distance and will encourage them to interact as soon as this seems appropriate.

Step by step behaviour management

Prevent - Most of our time and energy goes into proactive strategies and preventing behaviours of concern from happening in the first place.

Intervene early/Distract - As soon as a pupil starts to show signs of dysregulation, that's the time to act or step back and wait until the pupil has self - regulated.

De-escalate - At this stage, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state.

Make the situation safe - in the event that staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging.

Restrictive Physical Intervention (RPI) - As a last resort, and only when all the previous graded steps have failed, it might be necessary to physically support a pupil (using Team Teach approved techniques) in order to keep everyone safe.

Sometimes, when faced with a significant behaviour incident, the judgement may be that by becoming physically involved the member of staff will increase the risk of somebody getting hurt. In this case the correct decision may be to support the young person into a safe space and give the pupil time and space to regain self-control. At this point, the staff must decide on the most appropriate course of action, which is to make the environment safe, remove the audience, take vulnerable children to a safer place, remove all potential hazards and weapons, ensure that colleagues know what is happening or get help. The chosen actions should always be designed to reduce the risk to others and to yourself.

Post Incident Debrief

Adults who have been involved in a significant incident may need time away from the class to recover and/or talk through what has happened. In this case, other members of the team should ensure that this is possible by calling on help from the response team SLT on site. At Tudor Lodge all staff are responsible for creating a climate where colleagues who need time away or other support feel able to ask for it.

De-briefing opportunities will also be available in several ways for staff and pupils to assist them in managing situations that have caused or may cause distress. An incident debriefing meeting assists people, particularly staff, to overcome the effects of the incident by:

- Talking about what happened.
- Expressing how they feel as a result of the incident.
- Identifying any individual stress reactions (i.e., physical, emotional, thinking, and behavioural).
- Identifying some ways of dealing with stress reactions.
- If appropriate, independent referrals can then be made to outside agencies and professionals such as Education Support Partnership, which offers individual support, information, and counselling to our staff 7 days a week/24 hour a day.

Debriefing and support for staff - During staff debriefs, team members reflect upon a recent experience, discuss what went well and identify opportunities for improvement. They attempt to build a common understanding by clarifying roles, priorities, and goals, remove obstacles to collaboration, and reach agreements about how to ensure future success. Due to the complex behaviour and medical needs of our pupils it is important to note that incident debriefing meetings can be used for any sudden distressing event at Tudor Lodge. The staff

debriefs are to be recorded via the Debriefing Staff Form and uploaded on School Pod under the behaviour incident recording.

Debriefing and support for young people - We believe that children and young people should always be given the opportunity to repair the relationship with an adult or peer following an incident. Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected. We do this through our pupil debrief process.

Following a pupil debrief, the pupil's views and comments of their feeling will be recorded via the Debriefing Pupil Form and uploaded on School Pod under the behaviour incident recording. For pupils where this may not be possible a comment and brief description of how they presented after the incident will be recorded. Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious, and this can cause behaviour to escalate or become habitual.

Exclusions

We do not believe that exclusion is the most effective way to support learners with SEND and we will always try to adapt and personalise the provision for all our pupils in order to ensure that they are able to access education. However, in extreme and exceptional circumstances, the Principal may need to exclude a pupil temporarily or permanently - this will be considered very carefully. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

A decision to exclude a student permanently from Tudor Lodge will be taken only in response to serious breaches of the school's positive behaviour management policy, a significant risk to themselves or others or if allowing the student to remain in school would not be in the student's best interest. Where students are at serious risk of exclusion, the Local Authority and all relevant external agencies will be involved, and an urgent meeting will be called. Exclusion will be the last resort after all other steps have been exhausted.

For documents and more detailed overview of the recording of RPI and behaviour of concern at Tudor Lodge please refer to 'Reporting of RPI and behaviour and concern policy'