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Company Registration Number: 10745840 (England and Wales)

Engage Academy

Behaviour and Relationships Policy

March 2024



Nurturing inclusive learning communities



1	Summary	To support the way in which all members of the school can work together in a supportive way and manage behaviour			
2	Responsible person	Adam Davies			
3	Accountable ELT member	Alison Ward			
4	Applies to	All staff, pupils and parents/carers			
5	Trustees and/or individuals who have overseen development of this policy	Behaviour Network			
6	Head Teachers/Service Heads who were consulted and have given approval (if applicable)	Alison Ward			
8	Ratifying committee(s) and date of final approval	Kirklees APRC			
9	Version Number	1.8			
10	Available on	Every	Y	Trust Website	N
				Academy Website	Y
				Staff Portal	N
11	Related documents (if applicable)	<ul style="list-style-type: none"> • Anti-bullying Policy • Equality Policy • Safeguarding Policy • EAT behaviour principles statement 			
12	Disseminated to	All staff			
13	Date of implementation (when shared)				
14	Date of next formal review	28.02.2025			
15	Consulted with Recognised Trade Unions	Y/N			

Date	Version	Action	Summary of changes
12/01/2024	1.8		<ul style="list-style-type: none"> • Amend responsible person • Amend Version Number • Add into related documents • Alter date of next formal review • Removed sentence in aims • Removed sentence in section 5 • 5.1 All staff and high expectations • 5.3 Added in positive behaviour rewards • 5.5 Added in consequence in line with EHCP and remove behaviour contract • 5.6 PTT are a support mechanism • 5.7 Added vapes • 5.12 TeamTeach advanced tutor • 7 Annually • Updated rewards • Appendix 8 PHP • PHP-Introduction updated responsible person • PHP incidents recorded on CPOMS • PHP recording system changed to CPOMS

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1. Aims

Engage Academy is part of Ethos Academy Trust. Pupils at Engage learn in a calm, safe, and supportive environment, protected from disruption. High expectations for pupils' behaviour and conduct is understood and applied consistently. Proportionate action is taken to demonstrate improvement in behaviour.

Ethos Academy Trust Behaviour Principles Statement

Ethos Academy Trust's first priority is the responsibility to safeguard and promote the welfare of all our pupils. As such, the Trust Board is charged with the duty to set the framework of the behaviour/relational policies of each academy by providing a written statement of general principles relating to behaviour and attitude to learning, taking into account the needs of all stakeholders. Please see the Ethos Academy Trust Behaviour Principles Statement (Appendix 1).

Vision

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities**.

Mission

To enable us to achieve this, our mission is that **Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.**

This policy aims to:

- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how pupils are expected to behave**;
- Summarise the **roles and responsibilities** of different people in the academy with regards to behaviour management;
- Outline our system of **rewards and consequences**.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools;
- Searching, screening and confiscation at school;
- The Equality Act 2010;
- Use of reasonable force in schools;
- Supporting pupils with medical conditions at school .

It is also based on the Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy;
- DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The board of trustees will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

3.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the board of trustees giving due consideration to the academy's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

The Head Teacher will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Updating and implementing strategies in pupil's Support to Self-Regulate Plans;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour on CPOMS;

- Communicating with parents/carers
- Understand and implement the six principles of nurture into the management of behaviour (Appendix 1).

The senior leadership team will support staff in responding to behaviour incidents.

3.4 Parents

Parents are expected to:

- Support their child in adhering to the parent carer handbook;
- Inform Engage Academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

4. Core values and learning expectations

4.1 Mission

Nurturing inclusive learning communities: Focused on maximising the life chances of all children, Ethos Academy Trust embraces a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths and needs of our pupils, parents/carers, local schools and the wider community.

4.2 Core Values and Learning Expectations

At Engage Academy there is a whole school commitment to positive behaviour management using a nurture-based approach. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy. We firmly believe that behaviour can change and every child can be successful once they are equipped physically to recognise bodily sensations and feelings.

Engage Academy uses the Ethos Academy Trust Core Values in a transferable way to effectively communicate the information to pupils through 5 learning expectations. Pupils are supported and to understand and model the behaviours as set out below. This is recognised through Class Dojo rewards system (see appendix 5).

It is the duty and responsibility of all adults in the academy to model and reinforce the learning expectations. Every effort is made to highlight the positive aspects of children's behaviour in order to raise self-esteem and understanding in themselves and others. See appendix 4 for learning expectations.

5. Attitude for learning

Engage Academy takes a personalised approach to promoting a positive attitude. There is a strong balance between rewards and consequences that are implemented to establish and maintain

positive behaviour. All systems require some degree of flexibility to support and meet the needs of individual pupils and circumstances.

As part of pupil induction, staff and pupils discuss expectations, reward systems and consequences. The emphasis of this policy is on positive praise and reward, which should be given wherever possible for demonstrating the learning expectations. Positive systems for rewarding good behaviour will increase children's self-esteem and in turn help children achieve.

5.1 Classroom management

All staff are responsible for setting high expectations and context for positive behaviour within the classroom. Staff encourage and reinforce behaviours that ensure pupils can access the curriculum and engage in learning.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Create an environment which encourages pupils to be self-reflective of their own behaviours and the impact on themselves and others
- Give specific and focused praise directly linked to learning expectations
- Model positive social and emotional behaviours
- Provide both explicit and incidental opportunities for embedding a range of strategies to support social and emotional understanding and self-regulation
- Develop positive relationships with pupils, which includes:
 - Greeting pupils in the morning
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting positive behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Taking a personalised approach to managing disruption;
 - Using positive reinforcement; and
 - Communicate regularly with parents and carers.

5.2 Interpreting behaviour

Engage Academy recognises that all behaviour is a form of communication and is often a result of educational, health or safeguarding needs. This may include;

- Verbal or physical aggression
- Verbal or physical threats
- Malicious allegations
- Absconding
- Damage to property

Children's behaviour forms part of our holistic assessment process to ensure that achievable yet aspirational expectations are set whilst considering risk in a number of areas. These include;

- Attendance;
- Home circumstances;
- Trauma impacting on learning;
- Behavioural incidents;
- Ability to self-regulate;
- Resilience to academic challenge;
- Ability to work positively in a group; • Ability to form positive relationships; and • SEMH needs.

Please see the Engage Academy Teaching, Learning and Feedback policy for more details.

5.3 Responding to Positive Behaviour

There is a whole school commitment to giving praise and celebrating achievement directly linked to the core values.

Rewards

Positive behaviour will be rewarded with:

- Verbal or written praise
- Class Dojo points to spend on rewards for modelling school learning expectations
- Engagement dojo
- Trust core values half termly award
- Letters, texts, e-mails or phone calls home to parents/carers
- SLT steps to rewards
- Core value post cards
- Positions of responsibility; e.g. School council
- Whole class weekly award
- Smiley faces, stickers and stamps;
- Sending good work to other staff members for reward or praise
- Head teacher awards;
- Reward trips

5.4 Preventing Challenging Behaviour

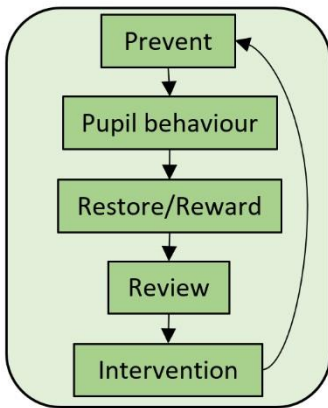
Engage Academy operates within a nurture philosophy, combining quality education with personalised social, emotional and mental health support for individual pupils. As part of our nurturing approach we focus on proactive strategies to prevent challenging behaviour through;

- building supportive relationships with parents and carers
- developing effective relationships with pupils
- a carefully planned curriculum involving PSHE and British Values
- personalised expectations with a nurturing approach embedded throughout

- understanding a child's context to inform effective responses and practice including interventions and the use of Boxall Profiling and Support to Self Regulate Plans.
- becoming a responsible citizen within society

Behaviour flowchart

Staff will follow the behaviour flowchart procedure to ensure that incidents are regularly reviewed and will inform further action such as referrals, intervention and updated preventative measures.



Intervention / Pupil support

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Therefore, our approach to challenging behaviour may be differentiated to cater the needs of the pupil.

All staff will work together to evaluate pupils' behaviour to determine whether they have any underlying needs that are not currently being met. Support and advice will also be sought from external agencies such as educational psychologist, social services, medical practitioners and/or others, to identify or support specific needs. This will then inform further support measures for special educational needs to ensure the correct provision and settings are identified.

5.5 Responding to Challenging Behaviour

Restorative Approach

When behaviour goes wrong the consequences should not be punitive but resolution focused. They should help the individual understand the consequences of their actions and build in support mechanisms in order for individuals to modify and improve the pattern of their behaviour.

Staff will deliver a fair and consistent approach to consequences for inappropriate behaviours when pupils are regulated. If a child exhibits undesirable behaviour, staff will use a nurturing and adaptable approach to de-escalate a situation and support a pupil based on their specific needs/behaviour and circumstances. Explicit teaching of skills may be necessary to enable a different outcome next time.

To support this approach, we use five questions:

1. What happened?
2. What were you feeling or thinking at the time?
3. Who has been affected / how other people felt?
4. What can we do to make things right?
5. What could be done differently next time?

Using this approach, pupils have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action by either communicating verbally, written, picture, or an action. (See appendix 3 for details.)

Reminder System

When a more formalised approach is required, the academy implements a reminder system in accordance with the learning expectations. A staff and pupil version is available to ensure that communication is effective and consistent throughout the academy.

Staff Version

1. **Reminder 1:** A member of staff will remind a pupil about their behaviour. The staff member will do this by linking the behaviour to one (or more) of the learning expectations. There will be no consequence or further action at this point.
2. **Reminder 2:** A member of staff will again remind a pupil about their behaviour, linked with the learning expectations. A personalised consequence may be highlighted at this point.
3. **Reminder 3:** The pupil is asked to have a time out of class for a set amount of time. When appropriate, a staff member will use a restorative approach. The pupil should be informed that they are to return after the time has elapsed. E.g. 5 minutes out and then return to class.
4. **Reminder 4:** If time in another space is refused or behaviour continues when returning, the pupil will leave the class independently or with support. A staff member will work with the pupil to offer targeted support.

Pupil Version

1. **Reminder 1:** A teacher will speak to you about your behaviour.
2. **Reminder 2:** A teacher will give you a second reminder about your behaviour and you will have to complete your work before you can have your play time.
3. **Reminder 3:** A teacher will ask you to have a time out from class. You will be expected to return to class and ready to learn.
4. **Reminder 4:** You will work with a specific staff member for a period of time. This may be away from class.

If dysregulated, staff will make reasonable adjustments to support pupils in learning or returning to a regulated state which is in addition to our quality first teaching offer.

Dependent on the severity of the incident, classroom staff, teachers will meet with parents/carers supported by SLT as necessary.

Consequences

Consequences will be personalised to best meet the needs of an individual pupil. A resolution focused approach will be used to determine any consequence as a result of pupils not following

learning expectations. The academy will use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reminder
- Directing the pupil into a space away from the classroom
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Personalised consequence in line with EHCP

5.6 Reduced Timetables

There will be occasions in which personalised learning is identified in the form of a reduced timetable (or Part-time timetable (PTT)). This may include attendance concerns and significant, challenging or anxious behaviours. The Senior Leadership Team can authorise a PTT providing that there is evidence to suggest that one should be used. A PTT would be a targeted intervention to support a pupil to reengage in school, build relationships with staff and access learning in a positive way. PTTs are a supportive mechanism and are put in place to enhance the school experience for pupils and their families. PTT can support with ongoing sleeping issues, parental mental health and developing boundaries/routines etc.

A PTT is reviewed at regular intervals with parents/carers and external agencies to ensure that pupils are making progress towards a longer duration of accessing learning. Please see Appendix for relevant documentation.

5.7 Searching and Confiscation

Staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that staff may consider a risk to others. The Senior Leadership Team can authorise a search when necessary. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. The staff member will ensure the pupil understands the reason for the search and how it will be conducted.

When conducting any search, a staff member will do so under the observation of another adult as a witness. Where possible, searches will be conducted by an adult that is the same sex as the pupil whilst still in the presence of a witness.

If a pupil will not cooperate, the staff member will assess if reasonable force is required to conduct the search. If so, staff will apply the use of positive handling as outlined in the Positive Handling policy.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation \(July 2022\)](#).

Prohibited items

The list of prohibited items is

- Alcohol

- Illegal drugs
- Stolen items
- Knives and weapons
- Lighters
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence,
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- An article specified in regulations:
 - tobacco and cigarette papers (including vapes);
 - fireworks;
 - pornographic images.

Mobile phones are not allowed to be used whilst on the school premises or in the supervision of staff. Mobile phones are handed in at the start of the day and stored until leaving at the end of the day.

5.8 Absconding

Absconding is when a pupil goes beyond the boundaries of the school without permission. Many of our pupils have difficulties managing their anxiety, and will often seek to abscond as a result. Other pupils may abscond for other reasons such as seeking attention. In any circumstance, due to the vulnerable nature of our pupils, the absconding policy will be followed by all staff to ensure that pupils are safeguarded at all times. The absconding policy will also be followed if a pupil absconds during on off-site activity/ trip.

When a pupil absconds;

1. Decisions made must be determined by a pupil's needs and emotional state.
2. Where possible, a member of staff will follow the pupil/ pupils, encourage them to initially return back inside the perimeter and thereafter the school building.
3. The Senior Leadership Team must be informed immediately if a pupil absconds. This can be done by contacting the office or using a two way radio. If appropriate, and based on the needs of the pupil(s), further staff members will be allocated to assist with the situation.
4. If a pupil refuses to return to school and there is risk of harm to the pupil, the staff member may use positive handling to safeguard the pupil as outlined in the positive handling policy.
5. If the pupil is missing for 20 minutes without being sighted, or the situation becomes unsafe even with staff present, the police are to be informed.
6. Staff will inform parents/ carers and any relevant agency about the situation and keep them updated.

5.9 Serious Incidents A

serious incident is;

- where there is a serious breach or persistent breaches of the school's behaviour policy or

- where someone is at risk of causing harm to themselves, harm to another person, criminal damage or whole school disruption

If serious incidents occur, they will be dealt with based on the individual needs and circumstances of the pupil(s). All serious incidents will be recorded and actioned. Engage Academy will liaise with external agencies when required to support the managing of these incidents. This includes;

- Online incidents
- Out of school incidents
- Bullying and Child on Child abuse (please see the Anti-bullying policy for further details)
- Malicious allegations (please see the Safeguarding and Child Protection policy for details on managing allegations)

5.10 Serious Violence

The Serious Violence Duty requires specified authorities (including Police, Justice, Health, Fire and Rescue, Local Authority) for a local area to work together to prevent and reduce serious violence, including identifying the kinds of serious violence that occur in the area, the causes of that violence, and to prepare and implement a strategy for preventing, and reducing serious violence in the area. Engage Academy will work with external agencies to support children and families of Engage Academy in keeping safe. This may include through the implementation of multi-agency risk assessments to ensure safety for pupils and staff onsite.

5.11 Suspensions

All pupils and staff have the right to enjoy a safe and positive learning environment where pupils are encouraged to be self-disciplined and have due regard for authority and each other.

Although all alternatives to suspension will be explored, a fixed term suspension may be issued as a last resort and only issued by the Head Teacher. We will use professional judgement based on the individual circumstances of the case when considering whether to suspend a pupil. Safeguarding and SEMH needs are considered in the use of suspensions. Reasons for suspension can include;

- Intentional physical assault against a pupil or adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying or abuse against protected characteristics

Following a suspension, strategies will be put in place to prevent a reoccurrence of the same incident. A restorative meeting will take place and be recorded on CPOMS.

5.12 Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Injuring themselves or others.
- Assaulting another child or staff member.
- *Engaging* in deliberate damage or vandalism to property.
- *Engaging* in any behaviour prejudicial to maintaining good order and discipline at the academy or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

De-escalation techniques form a significant part of TeamTeach and all strategies should be used to support a pupil in self-regulating. Strategies used will vary depending on individual pupil needs. Staff should adapt accordingly to respond positively to the emotions being displayed by a pupil.

All staff have been trained by Team Teach tutors who are DfE recognised providers, Engage Academy also has a member of full time staff who is an advanced TeamTeach tutor. Any physical intervention used by staff should be in accordance with Team Teach guidelines and used only as a last resort once all other strategies have been exhausted and it is reasonable, proportionate, justified and necessary. It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique.

See Positive Handling Policy for further details.

6. Training

Our staff are provided with TeamTeach training as part of their induction process and this is renewed within three years. Behaviour management is also part of staff induction and continuing professional development.

Throughout the academic year, staff will be provided with regular opportunities for training and development through twilight sessions, staff meetings and INSET days as well as other opportunities determined by SLT or identified in performance and wellbeing meetings.

7. Monitoring arrangements

This behaviour policy will be reviewed by the Senior Leadership Team and board of trustees annually. An internal review will be conducted every term to ensure the policy remains relevant, suitable and appropriate. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the board of trustees every two years.

The monitoring of behaviour will take place in the following ways:

- Class Dojo points system will record when learning expectations have been met and when pupils display positive behaviour on a daily basis;
- Behaviour data logs will be recorded on CPOMS to input behaviour information;
- Serious Incidents will be logged on CPOMS.

All data is monitored weekly and half-termly by the Senior Leadership Team. Any trends or patterns in behaviour for groups or individuals are shared with relevant staff and personalised

provision may be amended as necessary. A termly report is shared with the board of trustees to ensure behaviour is being monitored and effective strategies are implemented to improve behaviour.

8. Pupil induction; Parent / Carer Agreement

Engage Academy works with pupils and parents/carers to establish a positive working relationship and set a foundation for learning. When first attending the academy, all pupils will acknowledge and sign information within the Parent Carer Handbook. All parents will sign the agreement prior to their child's enrolment. One copy will be retained by the parent/carers, another copy in the academy. The agreement will be reviewed and signed. Children can only sign the child's declaration in a parent's presence. The parent and child's copy will be kept on CPOMS in the child's file.

In the handbook, pupils will sign to agree to try to:

- Go to school everyday
- Talk to an adult if they feel upset
- Follow the learning expectations
- Listen to and follow adult instructions
- Complete learning activities

9. Sharing of Information

Engage Academy will keep up to date records of a child and ensure that in relation to the policies on safeguarding and child protection that it will, in accordance with guidance on information sharing, follow the correct procedures in the General Data Protection Regulation (GDPR).

Appendix 1: Behaviour Principles

Ethos Academy Trust Behaviour Principles Statement

Ethos Academy Trust's first priority is the responsibility to safeguard and promote the welfare of all our pupils. As such, the Trust Board is charged with the duty to set the framework of the behaviour/relational policies of each academy by providing a written statement of general principles relating to behaviour and attitude to learning, taking into account the needs of all stakeholders.

Vision

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities**.

Mission

To enable us to achieve this, our mission is that **Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.**

Core Values

- Leading with Integrity ○ Championing honesty and transparency ○ Building trusting relationships
- Thinking innovatively ○ Finding creative solutions ○ Meeting individual need
- Encouraging freedom and responsibility ○ Working collaboratively ○ Investing in effective partnerships
- Celebrating achievement ○ Improving academic progress ○ Enriching personal development
- Improving continuously ○ Raising Standards
 - Developing strong and effective leaders

Our behaviour culture

Our behaviour policy and practices are underpinned by relational practice. Relational practice means that relationships are at the heart of our interactions and interventions. The children in our settings often have attachment challenges linked to trauma and Aces with many also having special educational needs including social, emotional and mental health (SEMH) needs. This means that our children often use behaviour as a form of communication. Our approach is to look beyond the behaviour to understand what is being communicated. We know we need to connect before we can put effective support in place.

Behaviour and positive relationships are modelled by all staff; this is a key part of our curriculum and also targeted through personalised interventions.

The Ethos Academy Trust Board believes in high standards of behaviour coupled with high support for pupils which enables

- all pupils to make the best possible progress in all aspects of their educational life;
- all staff to teach, model and promote good learning.

The Trust Board fully supports the rights of all members of our community to work, learn and achieve in a safe, supportive and stimulating environment. All members of our Trust community are fully committed to working together to establish a positive academy ethos and promote effective learning within an environment where all children can feel safe, enjoy and achieve, be healthy, develop resilience and be prepared for the next stage of their educational journey.

Behaviour should not jeopardise the health and safety of any member of the school community and all stakeholders are encouraged at all times to be positive role models. Through consistently applying the principles of nurture and trauma informed approaches our pupils are given the strategies to be able to engage fully in learning whilst being supported by staff who are skilled in identifying and addressing all aspects of SEMH.

The right to feel safe at all times

All staff and pupils have the **right** to:

- feel safe;
- learn;
- be treated with respect;
- work in a positive, welcoming school community;
- be heard.

With rights go responsibilities, which apply to staff and pupils who **all** have a **responsibility** to:

- keep the school a safe place to be;
- allow each other to learn;
- feel physically and emotionally safe;
- treat each other with respect and dignity;
- develop and maintain a positive, welcoming school community; • co-regulate and communicate needs calmly and safely,
- listen to each other.

Inclusivity

Ethos Academy Trust is an inclusive Trust. All members of the Trust's community should be able to work and learn, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation. Reasonable adjustments are made to day-to-day life, policies and procedures in order to meet individual needs.

Engaged Community/Parental Involvement

At Ethos Academy Trust we believe that a positive, supportive relationship between parents/carers/families and professionals and each academy is key to meeting the needs of every child. Regular opportunities to visit school through parent consultation meetings, open days and fundraising events aim to encourage and support parents / carers / families to be actively involved within the academy community.

Parents / carers / families / professionals and pupils will be made aware of the behaviour/relational policy of the academy during the induction process, which may include a 'Home School Agreement'. Parents/carers/ families are contacted on a regular basis, often daily

but at least weekly, to share positive news and discuss any concerns. Involvement with parents/carers/families and professionals will be on an individual basis. Parental preference around home/school contact will be discussed at the initial meeting when a child joins Ethos Academy Trust.

Positive re-enforcement

The emphasis will be on encouraging positive behaviour and school attendance through:

- high expectations coupled with high support;
- the modelling and teaching of good behaviour, developing pupils' social and emotional skills;
- a focus on learning through an engaging, differentiated curriculum that meets the needs of each learner;
- praise and rewards, catching pupils getting it right.

All members of staff will recognise and celebrate positive behaviour at all times around the academy through informal praise. Children's best efforts for behaviour and learning will be celebrated regularly and success shared with parents/carers and families. The Trust Board recognise that a wide range of rewards are consistently and fairly applied in such a way as to encourage and reinforce good behaviour in the classroom and elsewhere. These are made clear in the Behaviour/Relational Policy (and / or other policies).

Logical Consequences/ Restorative Culture for unsafe behaviour

Consequences for unsafe behaviour should be known and understood by all staff and pupils and consistently applied. The range of sanctions should be described in the Behaviour/Relational Policy so that pupils, staff, parents and families can understand how and when these are applied. Consequences, when necessary, will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion or suspension. However, when considering appropriate next steps, including consequences the Headteacher must balance the needs of the individual with those of the wider school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. The Trust strongly believes that suspensions must be used only as a very last resort.

Positive Handling

All our child facing staff across the trust are trained in a positive handling technique called Team Teach. This supports staff with the de-escalation strategies to help regulate pupils. This deescalation makes up 95% of our work when supporting children that are dysregulated. If a child is posing significant risk of harm to themselves, others, property or whole school disruption then staff may use physical intervention for which they are fully trained. Individual policies will outline the process for Positive Handling, searching, screening and confiscation as outlined in the DFE 2022 Searching, Screening and confiscation at school guidance

Sharing of Information

The Trust Board requires the academies to maintain up to date records of pupils and to ensure that, in relation to their policies on Safeguarding and Child Protection, they are GDPR compliant

when sharing information. The Trust takes seriously the responsibility to maintain personal records within suitable, safe and secure systems.

Notes

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).
2. The purpose of the Statement is to provide guidance to the Headteachers in drawing up their individual Behaviour/Relational Policies so that they reflect the shared aspirations and beliefs of all stakeholders in Ethos Academy Trust: Trustees, staff, parents / carers/families and pupils, as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their responsibilities in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Trustees' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the academy's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE: Behaviour and Discipline in Schools Advice for Headteachers and School Staff (January 2016).
4. With consideration of our duty of care to the pupils, this written statement and the policies that are influenced by it apply to all pupils when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the Ethos Academy Trust community off-site.
5. Each academy's Behaviour/Relational Policy is to be published on the academy's website and distributed to all members of staff.

Appendix 2: Six Principles of Nurture

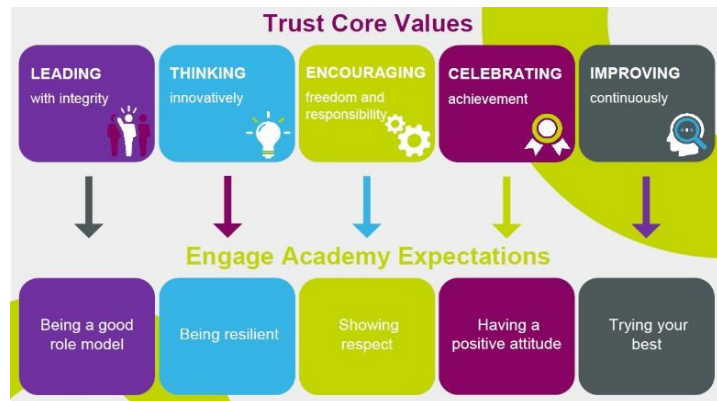
At Engage Academy we work alongside the Six Principles of Nurture. The Six Principles of Nurture:

- Children's learning is understood developmentally
- The classroom offers a safe place
- The importance of Nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication something
- The importance of transitions in children's lives

Our nurturing approach helps to understand the needs being signalled by a child's behaviour and enables us to target needs with effective strategies and activities to help them re-engage. When

implementing the policy, staff will take into account the six principles of nurture to support a pupils' understanding and learning of positive behaviour

Appendix 3: Restorative Practice



Nurturing inclusive learning communities



What happened?

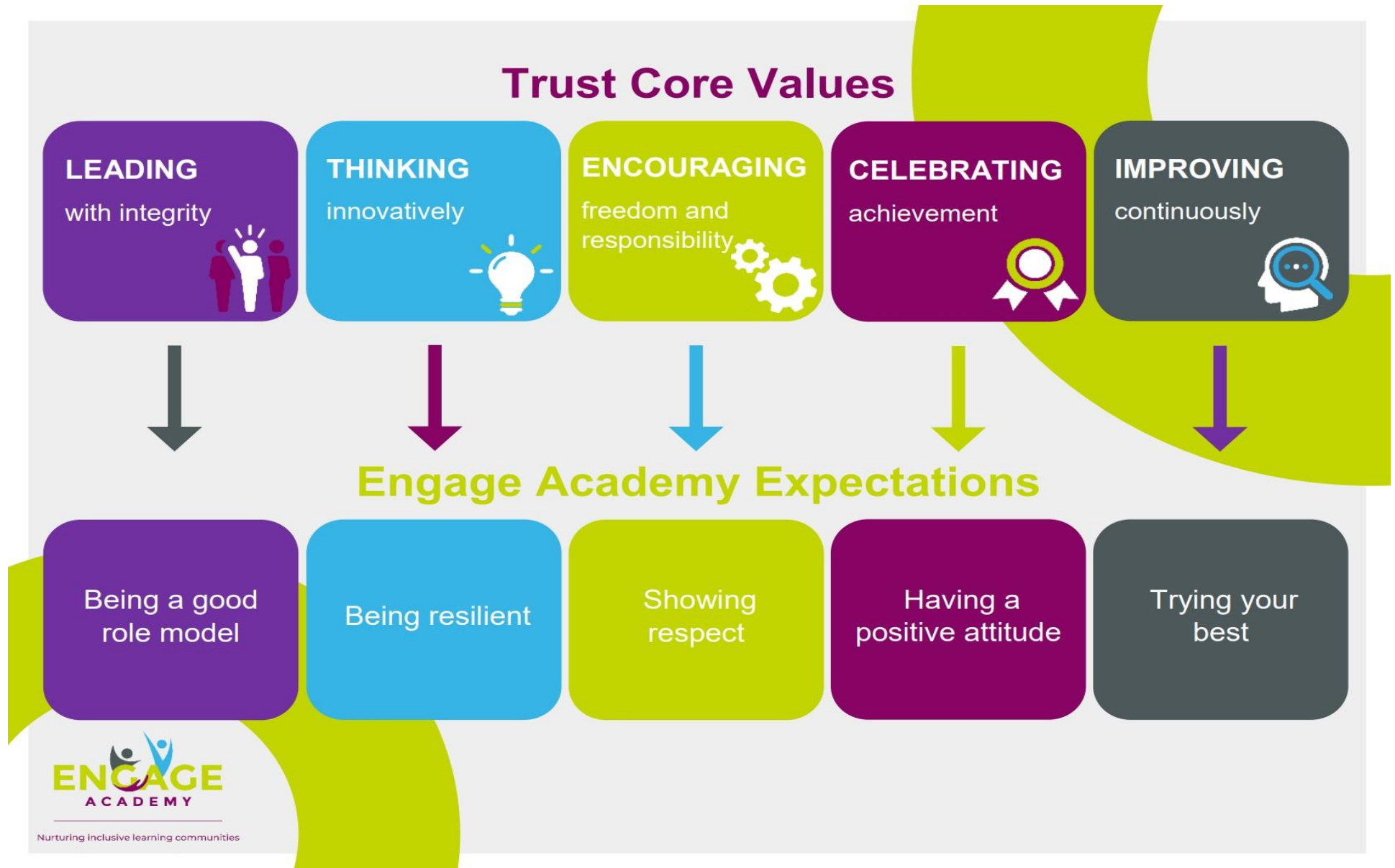
What were you feeling or thinking at the time?

Who has been affected? How did they feel?

What can we do to make things right?

What could be done differently next time?

Appendix 4: Learning Expectations



Appendix 5: Class Dojo Rewards



Dojo Rewards



Hot Chocolate/Milkshake/ Decaf Tea/ Decaf Coffee	100
Face paint	100
10 Minute boxing session	200
5 Minute extra break/ Golden time with friends	250
Bronze treasure box	500
1-1 Library session	500
30 minute pamper session	500
10 minutes extra break/ Golden time with a friend	500

Use of 2 pupil walkie talkies at break time/lunch/GT	800
Listen to music in class for 10 minutes whilst working	800
Use of 4 pupil walkie talkies at break time/lunch/GT	1000
Make playdough	1000
Silver treasure box	1000

Walk Poppy offsite for 30 mins	1500
Go to Dixons with an adult and get a medium ice cream	1500
Gold treasure box	2000
Buy a card game (UNO, Top Trumps, Dobble, Monopoly Deal)	2000
Walk Poppy at the park for 30 mins	2000
Watch a film in class with headphones on laptop/Ipad	2500
Cinema/Activity trip	4000



Nurturing inclusive learning communities



Appendix 6: Engagement Dojo



Congratulations!

Engagement Dojo Ticket

100 Dojo Points

NAME:



Positive Handling Policy

1. Introduction

Ethos Academy Trust takes seriously its duty of care towards pupils, employees and visitors. Touch is a sensitive issue requiring careful judgement. In order to safeguard both children and staff, the school aims to provide clear guidance and appropriate training within the resources that can reasonably be made available.

This policy has a clear focus.

- The paramount consideration to safeguard the welfare of the child
- And to safeguard the welfare of staff and others working in schools/settings and services who act in good faith

•

The Children Act 1989 places a duty upon staff to consider the welfare of the child first and for the welfare of the child to take precedence when practical over every other consideration. All physical interventions, including restraint, are conducted within a framework of positive behaviour management. The Trust's behaviour policy www.eat.uk.com/about/pcan underpin school policy and are intended to reward effort and application, encouraging pupils to develop an understanding and take responsibility for improving their own behaviour.

Preventative approaches to risk reduction involve identifying and communicating early warning signs, situations, settings and factors which may influence behaviour, then taking steps to divert behaviours which lead towards foreseeable risk. When appropriate, pupils are encouraged to participate in their own Support to Self-Regulate Plans by focusing on positive alternatives and choices. Parents and carers are also encouraged to contribute. Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Staff encouraged to implement de-escalation strategies according to Team Teach practice. *Section 93 of the Education & Inspections Act 2006 (EIA2006)* describes the circumstances in which teachers and others, authorised by the Head Teacher, may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are; preventing personal injury, damage to property, the breakdown of discipline or committing a criminal offence.

Section 95 (EIA2006) defines the Staff to which this power applies.

The Children's Act 2004 places a duty on key partners to cooperate in the safeguarding of children. Where children receive a variety of services from the local authority, every effort will be made to ensure that these are coordinated. Risk Assessments and Positive Handling Plans/ Support to Self-Regulate Plans will be shared with all key partners, who will cooperate to provide consistent approaches to meet the needs of individual children. Any professionals or

parent(s)/ carer(s) wishing to view our schools behaviour policies are welcome to do so as they are available on our school websites.

<https://www.engageacademy.uk.com/>, <https://www.reachacademy.uk.com/>,
<https://www.ethoscollege.uk.com/>

- Effective date for this policy: June 2019
- Accredited training model used: Team Teach
- Person responsible for Health and Safety: Diane Parkinson (Ethos College), Adam Davies (Engage Academy) and Nikki Wood (Reach Academy).
- Person responsible for Child Protection (DSL): Diane Parkinson (ETHOS College), Nikki Wood (Reach Academy), Adam Davies (Engage Academy)
- Date of next formal policy review: June 2022

Glossary Positive Handling

The term “Positive Handling” includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a smaller number of responses which involve the use of force to control or restrain a pupil. The term “restraint” is used whenever force is used to overcome active resistance.

Positive Handling Plans – included in Support to Self-Regulate Plans. (See Appendix) Individual Support to Self-Regulate Plans include actions resulting from a risk assessment. These include a description of the nature of the risk along with preferred risk reduction strategies (including non-physical, those involving touch and where absolutely necessary, more restrictive restraints).

De-escalation Strategies

- Adaptions to the physical environment / Change of face
- Use of space
- Body language
- Facial expressions
- Volume, pitch, pace and tone of voice
- Choice of words

Physical Contact (Contingent Touch)

- Reassuring touch
- Physical prompts and guides
- Holding to reassure where there is little, if any, active resistance
- Unobtrusive personal safety responses to low level risks

Restraint / Restrictive Physical Interventions (The positive application of force with the intention of overpowering a person)

- Holding someone who is actively resisting to prevent them putting themselves and others at risk of significant harm
- Holding someone who is actively resisting to reduce the risk of pain or injury
- Holding someone who is actively resisting to reduce the risk of damage to property
- Holding someone who is actively resisting to prevent the commission of a criminal offence

- Moving someone who is actively resisting into a reduced risk environment
- Holding / moving someone whose actions are or leading to a breakdown in discipline
- Preventing a person who is actively resisting from moving into an increased risk environment

2. The Legal Framework

2.1 The Best Interest Principle

The overriding principle relating to positive handling is that the welfare of the child takes precedence over every other consideration. The first line of the first paragraph of the Children Act 1989 in the UK states that the welfare of the child should be paramount consideration. Paramount in this context means that it is the first thing people should think about and it should take precedence over every other consideration.

2.2 Duty of Care

The term 'duty of care' is an important legal term. Anyone who is lawfully authorised (including volunteers etc.) to work with children, has a duty of care. Schools owe a duty of care to their pupils. 'Negligence' involves a breach of that duty and has three main elements:

- Firstly, there must be a duty of care
- Secondly there must be a breach of that duty of care
- Thirdly there must be some ensuing damage or injury related to that breach

We do not need to wait for damage or injury. A responsible approach is to anticipate what could go wrong and try to prevent it. A breach of duty of care may involve either taking unreasonable action or failing to take reasonable action to prevent harm to another person (Commission or Omission).

As the statutory power to use force is held by individual members of staff, no school should have a policy of *no physical contact*, because this could make staff feel deprived of that power, or hinder their exercise of it. (EIA 2006)

Health and Safety legislation requires that employers also have a duty of care towards their employees. It would be negligent of an employer not to provide the time and resources for appropriate training. It would be negligent of an employee not to access training when it is offered, or to assess information when it is available.

2.3 The Education and Inspections Act 2006

Section 93 describes the circumstances in which teachers and others who are authorised by the Head Teacher may use reasonable force to control or restrain pupils.

As a school the Head Teacher and the schools' Senior Team Teach Tutor hold a database of staff that are trained in Team Teach. This database is updated regularly to reflect ongoing training provided. All teaching and support staff access Team Teach training within their induction period.

2.4 Violent Crime Reduction Act

Section 45 allows reasonable force to be used to search pupils without their consent for weapons.

NB. The Department for Children, Schools and Families strongly advises schools not to search pupils where resistance is expected, but rather to call the police.

2.5 Restraint

The term 'Physical Restraint' is used when force is used to overcome active resistance. These are referred to as "Restrictive Physical Interventions" in national Guidance (DfES/DoH 2002).

Team Teach definition:

'Physical restraint involves direct physical contact where the intention is to prevent, restrict, or subdue movement of the body or part of another person.'

A clear and consistent positive handling policy supports pupils who have behavioural, emotional and social difficulties within an ethos of mutual respect, care and safety. All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).

2.6 Risk Assessment and Risk Reduction

Health and Safety legislation applies to children who may present a risk to themselves or others. Wherever a risk can reasonably be foreseen there must be an assessment of the risk and a plan to reduce the risk. It is not always possible to eliminate risk, but staff have to be able to show that they have attempted to reduce it. Children who present a foreseeable risk have a positive handling plan included within their Support to Self-Regulate Plan. Staff likely to meet a child presenting a risk are given guidance and training to enable them to assess and reduce the risk.

2.7 Reasonable and Proportionate

Common law hangs on the word 'reasonable' in the context of physical interventions, yet it changes meaning according to the circumstances of each case. What determines the reasonableness of a particular intervention is often governed by whether or not it was 'proportionate'. The degree of force used should be a minimum to achieve the desired result. Good training provides techniques which rely on a combination of psychology and biomechanics to reduce the amount of force required.

2.8 Absolutely Necessary

The United Kingdom adopted the United Nations Convention on the Rights of the Child in 1991 and incorporated European human rights legislation into the legal framework. Sometimes staff are obliged to take actions which would in other circumstances be unreasonable or even illegal. In normal life people do not touch other people unless invited, interfere with their property, move them from place to place or restrict their movement. Yet for school staff there may be times when such actions are reasonable and necessary. If a member of staff takes an action which could be seen as restricting the child's human rights, for it to be legal it must be 'absolutely necessary'.

There are times when those with a duty of care believe that they must act to protect the interests of the child. If they fail to act and, as a result, negligently allow a child to come to harm, they could be liable for any damage which ensues. When people are honest in their attempts to do the right thing they are said to be acting in 'good faith'. Staff who act in good faith, in the best interests of those for whom they have a duty of care, deserve support.

2.9 Lawful Defences

Rather than focus on preventing staff from taking any action which could possibly result in accusations, which could result in staff not taking any action at all, we should focus on *lawful defence*. There are times when staff do need to take action, and failing to act could itself lead to a charge of negligence. The focus should be on why it was necessary for a member of staff to take action in a particular circumstance. The best lawful defence is that it was necessary to protect the interests of the child. The clearest lawful justification is that the actions of staff are reasonable, proportionate and in the best interests of the young person. Under Human Rights legislation they should be 'absolutely necessary'. The law also recognises that people make honest mistakes. A common law defence could be offered whenever a person acts reasonably in good faith.

2.10 Key Questions

It can help staff to maintain their focus on values and principles by keeping three questions in mind whenever they consider using force to control a child's behaviour. It may be true that staff are legally empowered to use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption. However, rather than focus on the rights of staff it is better to focus on the rights and interest of the child. Staff should be able to answer the three key questions:

- **How was this intervention in the best interests of the child?**
- **Why was it absolutely necessary?**
- **How was it reasonable and appropriate?**

2.11 Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. Staff must not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. It is always unlawful to use force as a punishment. Where staff act in good faith, and their actions are reasonable and proportionate they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- **Is this in the best interests of the pupil?**
- **Is a less intrusive intervention not preferable?**
- **Do we have to act now?**
- **Am I the best person to be doing this?**
- **Is this absolutely necessary?**

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate. Whenever a physical intervention has to be made it is preferable to use a verbal warning. Where possible staff should always attempt to use diversion and diffusion in preference to physical interventions. They should only use the

techniques and methods approved for use in our Trust. In general, if staff act in good faith, and their actions are reasonable and proportionate they will be supported.

2.12 Unreasonable Use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted, or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. **Seclusion** is only lawful by specific court order in a licensed secure unit.

3. Health and Safety

If hazardous behaviour presents a significant risk of injury to people, there is a Health and Safety issue to be addressed. Hazardous behaviour should be regarded just as seriously as hazardous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school on behalf of the employer. We all have a shared responsibility to identify risk, communicate potential risks and take steps to reduce risk whenever possible. We recognise that it is not possible to entirely remove risk. In some circumstances we have to try to think through the outcomes of the options available, balance the risks and choose whatever course of action seems to involve the least risk.

As a minimum requirement, in order to comply with Health and Safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to cooperate to make the school safer. The DCSF advise that, as part of the induction period, staff are explicitly informed of their responsibilities in relation to the school policy on the Use of Force. Staff are also required to participate in suitable training if they are directed to do so, subject to a satisfactory health assessment this does not necessarily mean that all staff can be involved in physical activities. The non-physical aspects of positive handling training are crucially important too.

When considering a pupil's behaviour staff should think about the following questions:

- **Can we anticipate a Health and Safety risk related to this pupil's behaviour?**
- **Have we got all the information we need to conduct a risk assessment?**
- **Have we produced a written plan as a result?**
- **What further steps can we take to prevent dangerous behaviour from developing?**

3.1 Risk Assessment

In addition to formal risk assessments, dynamic risk assessments should be a routine for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to

anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include:

- The state of health and fitness of the staff member
- Physical stature, competence, confidence, experience and relationships with the pupils concerned.

Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such an action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, judgement may be that, by becoming physically involved, the member of staff will increase the chance of somebody getting hurt. In this case the correct decision is to hold back from physical controls. However this does not mean that staff can do nothing. There are things that the person can do. They can make the environment safer, give clear direction to pupils, remove the audience and get help.

3.2 Positive Handling Plans / Support to Self-Regulate Plans / Sensory Plans

Risk assessment is an integral part of positive behaviour management planning. All pupils who have been identified as presenting a risk have a Positive Handling Plan as part of their Support to Self-Regulate Plan. The plan details the settings and situations which increase risk. It also details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective these are also named, along with alerts to any which have proved ineffective or which caused problems in the past. Plans should take account of sex, level of physical, emotional and intellectual development, special need and social context.

A Support to Self-Regulate Plan supports de-escalation. When noticing a change in a pupil's response, staff use supportive strategies and guides to enable calming and therefore reducing the need for restrictive physical interventions. These plans are tailored to a pupil's individual needs

3.3 Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to conduct dynamic risk assessments. Again, the key principles are that any physical intervention should be:

- **In the best interest of the child** • **Reasonable and proportionate** • **Intended to reduce risk** • **The least intrusive and restrictive of those options which are likely to be effective**
- **Staff should avoid touching or restraining a pupil in a way that could be interpreted as sexual or inappropriate conduct other than exceptional circumstances where there is risk to life (or other significant instances).**

4. Training

All staff who are expected to use planned physical interventions are trained. Our positive handling training is provided by our in-house qualified tutors and within rigorous guidelines. Our preferred approach is for whole staff team training in 'Team Teach'. In the interim period, induction processes cover staff accessing Team Teach training via alternative providers who offer regular open courses.

Team Teach trainers attend a 5-day course that is re-accredited every 12 months. Staff reaccredit within a 3-year period. De-escalation and practical training are delivered by Team Teach trainers regularly for all staff adhering to the requirements of level one (6 hour) and level two (12 hour) training.

The level of training required is kept under review and may change in response to the needs of the pupils. New staff will receive Level One and/or Level Two Team Teach training from a qualified instructor as part of their induction period. Once trained, staff may need to practise regularly under the guidance of tutors. Staff should not modify techniques without the express agreement from George Matthews (Director of Team Teach). It is also recognised that staff may respond with a technique from outside their training framework. This does not automatically render the use of this technique improper, unacceptable or unlawful. Again, it must be judged on whether it is reasonable, proportionate and necessary in those circumstances.

5. Recording

Whenever overpowering force is used the incident **must** be recorded.

Any restraint should be recorded on the School Management Information System, including all antecedents. All staff (where practicable) involved in an incident should contribute to the records which should be completed within 24 hours.

Serious incident reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. Names should be completed in full (including those of all witnesses) and all forms should be signed and dated where written. These are also signed monitored by a member of SLT. These records will be retained for 75 years. A concise record should be recorded on CPOMS. If applicable you should refer to supporting incident sheets such as Support to self-regulate plans and pastoral support plans and other relevant information. The current Positive Handling policy is accessible on Every. Previous Positive Handling policies are archived from 2018 and available on request.

6. Monitoring and Evaluation

The Senior Leadership Team will ensure that each incident is reviewed and instigate further action as required. All incidents are monitored to ensure effective early interventions are implemented to reduce the need for physical intervention.

7. Positive Behaviour Management

The behaviour principles www.eat.uk.com/about/pcan and core aims of ETHOS Academy Trust are intended to reward effort and application and encourage pupils to develop an understanding and take responsibility for improving their own behaviour. Part of any preventative approach to risk reduction involves looking for early warning signs, communicating any factors which may influence behaviour and taking steps to divert behaviours which might lead towards foreseeable risk. All this information is held within each pupil's Support to Self-Regulate Plan.

7.1 Alternatives to Physical Controls /De-escalation

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour
- Request alternatives using negotiation and reason
- Give clear directions to the pupil to stop
- Remind them about rules and likely outcomes
- Remove an audience or take vulnerable pupils to a safer place
- Make the environment safer by moving furniture
- Make the environment safer by removing objects which could be used as weapons
- Use positive touch to guide or escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening
- Get help

7.2 Modifications to the Environment

Ideally staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils exhibit extreme and possibly dangerous behaviours. In general, it is a good rule to keep the environment clutter free. This may mean considering secure storage for a range of everyday objects when they are not used. For example:

- What are the seating arrangements/?
- How is the availability of pointed implements controlled? (*including pens, pencils, compasses etc.*)
- What small objects are available to be used as missiles?
- What objects are available to be used as blunt objects?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Are the design and arrangements of furniture safe?
- Is the choice of furniture appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable and safe place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

- Is there somewhere safe for pupils to be taken?

7.3 Help Protocols

All staff have a responsibility to support each other. This means that staff offer help and accept it. Help does not always mean taking over. Examples of appropriate help include: getting someone else, supporting a differing group, acting as a critical friend and 'checking back in' as appropriate. Good communication is necessary. Staff use agreed scripts so that all parties understand what sort of assistance is required and what is available.

The preferred help protocol for the Ethos Academy Trust is: **“More help/support is available”**

7.4 Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming dysregulated there is no point in getting into an argument. Repeatedly telling people to calm down can actually wind them up. Pointing out what people have already done wrong can make things even worse. The only purpose in communicating with an angry person is to prevent a further escalation. Sometimes it is better to say nothing. Take time to choose words carefully, rather than say the wrong thing and provoke a further escalation. The use of emotion coaching language/scripts to validate pupils' emotional state should be used. The time to review what has happened and look at ways of putting things right, is after everyone has completely calmed down and recovered.

7.5 The Principle of Last Resort

Staff should only use physical restraint when there is no other realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is acute and imminent, by which time the prospect of safely managing it may be significantly reduced. It does mean that staff should conduct a dynamic risk assessment and choose the safest alternative available. This includes thinking creatively about any alternative to physical intervention which may be effective. National guidance is clear on this point.

“If necessary, staff have the authority to take immediate action to prevent harm occurring even if harm is expected to happen sometime in the predicted future.”

Para 10 Page 4 Department of Health – 1997- ‘The Control of Children in Public Care: Interpretation of the Children Act 1989’ – London H M S O

7.6 Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. If this is part of a planned response, it should be an agreed part of the Support to Self-Regulate Plan. Examples of proactive approaches might be where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that any action is taken in the interest of the child and that it reduces, rather than increases risk.

8. Post Incident Support for Pupils and Staff

Following an incident, the school should offer support to all involved. People take time to recover from a serious incident. Until the incident has subsided, the priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded on LACHSWEB by a member of SLT when medical attention at the hospital is needed, or CPOMS (Engage Academy) under the First Aid tab.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Support to Self-Regulate Plan, school behaviour policy or the positive handling policy. Consideration will be given to the 6 stages of crisis and restorative practices will be implemented to support pupil reengagement. Any further action in relation to a member of staff / employee, or an individual pupil will follow the appropriate procedures.

9. Complaints

Parents and pupils have a right to complain about actions taken by school staff.

It is not uncommon for a pupil to make allegations of inappropriate or excessive use of force following an incident. The school has a formal complaints procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The Trust's complaints policy www.eat.uk.com/about/pcan applies equally to staff/employees. The Trust's policy is open and promotes transparency in order to protect the interests of pupils and staff.

The Trust follows the guidance within *Safeguarding Children and Safer Recruitment in Education*. Any staff concerns regarding the welfare of children should be taken to the Designated Safeguarding Lead. Any safety concerns should be reported to the designated person for Health and Safety.

1. Department of Health – 1997 – *“The Control of Children In The Public Care: Interpretation of the Children’s Act 1989”* London H M S O
2. Department for Education and Employment- 1998 – *“Guidance On Section 550A Of The Education Act 1996; The Use of Reasonable Force to Control Or Restrain Pupils”* London: H M S O
3. Department for Education and Employment – 2001- *“Positive Handling Strategies for Pupils with Severe Behaviour Difficulties”* – letter from Chris Wells, Head of SEN Division to Chief Education Officers
4. Department for Education and Skills – July 2002 – *“Guidance On The Use Of Restrictive Physical Interventions For Staff Working With Children and Adults Who Display Extreme Behaviours In Association With Learning Disability And/or Autistic Spectrum Disorder”* Department of Health
5. HMSO – The Children’s Acts – 1989 and 2004

- 6. Steaming Publications – March 2005 – “NAES Bound and Numbered Book”
- 7. Health and Safety at Work Act – 1974
- 8. The Education and Inspections Act – 2006
- 9. Violent Crime Reduction Act - 2006

DfE Use of Force in Schools-updated 2013 and refers to the Education Act 1996 and Education and Inspections Act 2006

Each setting may adapt the plan accordingly to support the needs of the pupils.

Support to Self Regulate Plan



Support To Self Regulate Plan			
Pupil Name		Date Created	
SEN Status		Primary Areas of Need	
Social Care Status			

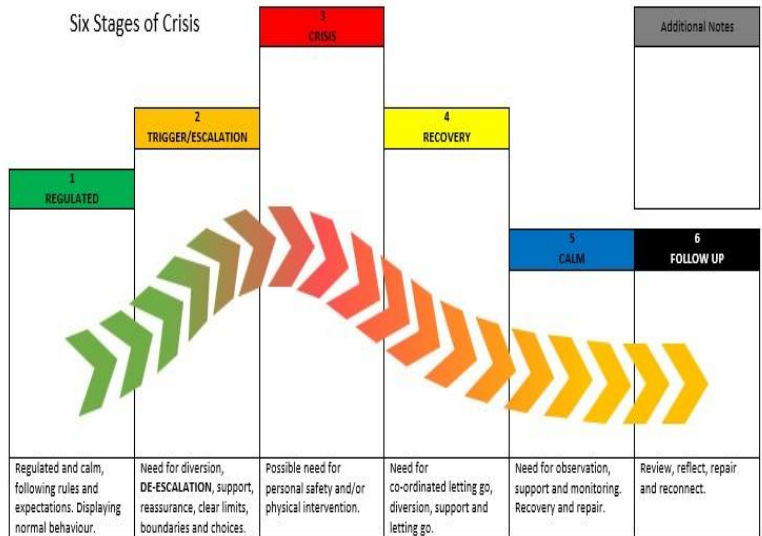
Please include both professional judgment and pupil/parent voice in updating this document.

Physical Intervention / Positive handling	Actions Following Physical Intervention / Restore and Repair
<p>Always offered the opportunity to go to safe space independently (with or without help)</p> <p>Guides</p> <ul style="list-style-type: none"> One person double elbow guide. Two person single elbow guide. Help hug guide. <p>Holds</p> <ul style="list-style-type: none"> One person double elbow standing. Two person single elbow standing. Two person single elbow seated. <p>If it has been absolutely necessary, reasonable and proportionate to hold a pupil then a Team Teach log needs to be completed and Parents/Carers need to be contacted.</p>	<ul style="list-style-type: none"> Clear instructions about next steps opportunity to have thinking space. Adults moving away to allow thinking space. Feelings validated When settled and ready to listen discussion around whatever has triggered this behaviour, and strategies suggested to support better choices When settled a discussion about whether consequences are appropriate eg. waiting minutes at next break, if any have been earned back because of speedy de-escalation and response to adults Visual timetable supports understanding Praise for appropriate choice and reintroduction to class when settled and engaged. Nurture based activity i.e. colouring to help with regulation. Responsibilities given in the form of jobs i.e. cleaning, setting out the table for lunchtime, handing out books etc.

Risks			Image
Risk to self	Yes / No	Please provide information of any risks, including likelihood.	
Risk to pupils	Yes / No		
Risk to staff	Yes / No		

Review information	
Completed by	Date
Reviewed by	Review date

Six Stages of Crisis



	REGULATED	TRIGGER/ESCALATION	CRISIS	RECOVERY	CALM	FOLLOW UP
Sign						
Action						