



Behaviour Policy

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1 Aims

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

The vast majority of our pupils have been permanently excluded or are at risk of permanent exclusion and so our pupils frequently display serious challenging behaviour as their norm. For many of our pupils we are therefore seeking for them to be able to regulate their responses in a more manageable and appropriate way to reduce disruption to others and to display challenging behaviour less frequently. An improvement in behaviour will occur at different rates for individual pupils as all will have a different starting point. We aim to assist pupils to lessen the frequency of challenging incidents and therefore improve behaviour over time so that they can increase positive engagement in teaching and learning.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the academy community with regards to behaviour management
- Confirm how progress will be measured for pupil behaviour
- Explain the Thrive approach and how this is relevant to our academy
- Outline our system of rewards and support including use of suspensions
- Confirm our academy stance with regard restrictive physical intervention

2 Legislation and statutory requirements

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

[Behaviour in schools advice for Headteachers](#)
[Searching, screening and confiscation at school](#)
[The Equality Act 2010](#)
[Keeping Children Safe in Education](#)
[Use of reasonable force in schools](#)
[Supporting pupils with medical conditions at school](#)

Suspension and permanent exclusion in schools July 2022

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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 anti-bullying strategy online

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

3 Definitions

Poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to follow instructions
- Use of mobile phone in lessons
- Non-completion of classwork or homework
- Poor attitude

- Rudeness or use of deliberate foul language directed at others
- Incorrect uniform
- Repeated breaches of the academy rules

Serious poor behaviour is defined as:

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping on site
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include (but are not limited to):
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4 Ethos

Learning is at the core of our academy. We aim to establish and maintain wherever possible routines in the classroom in order to facilitate a return to mainstream education or a transition to an appropriate KS4 curriculum. We aim to minimise any friction in the classroom by being prepared for any eventuality.

We aim to promote positive proactive responses from staff to prevent or lesson instances of poor behaviour and minimise negative reactions. High quality Teaching and Learning and well- planned thoughtful lessons will play a pivotal role in minimising instances of poor behaviour.

We believe that:

- Pupils who feel safe and valued, and who have eaten well, will respond in a more positive way
- All behavioural issues will be addressed, but they may be addressed in a different way to suit the differing needs of the pupils
- A consistent approach to expectations and routines enables pupils to trust in the known environment, this enables them to be brave and take risks in learning
- The ethos and fabric of the buildings and classrooms should be positive, the academy should look nice and well cared for, this will help to foster a culture of mutual respect
- Good behaviour management is always positive. We show as an academy that we care
- Good relationships and communication with parents is pivotal to success.

The academy's behaviour ethos is based on the building of positive relationships and use of an understanding approach. We aim for an improvement in behaviour per individual pupil over time. We acknowledge that this will be different for every pupil depending on their emotional state, resilience and ability to regulate.

All staff are committed to working in partnership with young people, their parents and/or carers, their referring academies, and other agencies to re-engage them and enable them to become successful learners and responsible citizens. Whilst we manage behaviour issues, our work is focussed around building highly effective, positive relationships that form the foundation for good teaching and learning.

Key Principles:

1. We promote positive behaviour and attitudes towards learning through the relationships we build with pupils and their parents and carers.
2. Positive relationships are underpinned by recognition and reward. We concentrate on rewarding good behaviour and attitudes through our praise and reward system.
3. We understand that pupils are not always 'ready to learn'. Accordingly, staff adopt strategies to make learning accessible for all pupils, supporting them to the point that they are ready to engage with learning activities.
4. All staff are responsible for the promotion of positive behaviour and attitudes. This begins in the classroom; consistently good teaching and learning is a necessity for positive attitudes, and therein positive outcomes.
5. Pupils should be allowed to make choices about learning and should be offered alternatives as a means to engage. Providing pupils with meaningful learning, or making use of an STLA in time out, is an inclusive approach to engagement.
6. On sites where pupils are dual registered and spend part of their time at their home school, we do not refer to, or challenge pupils on their behaviour when not in our learning environment. We always offer pupils a fresh start in a nurturing and welcoming learning environment.
7. We set high expectations for our pupils. We offer recognition and praise for meaningful pupil achievement, both academic and pastoral. Whilst we are positive, we do not provide unnecessary praise that sets low expectations.
8. Staff will always reflect on an incident and try to understand what lead to an incident or an explanation as to why the pupils behaved as they did. We will always amend our practice where we can to reduce the likelihood of an incident occurring again.
9. Whilst behaviour practice may require staff to remove pupils from situations or settings, we have an inclusive approach to learning. Where possible, every effort will be made to integrate or return a pupil to the learning environment, whether that be their original learning space or an alternate. Best practice is the early recognition and de-escalation of potentially challenging behaviour, through the use of risk assessments in PIPs.
10. Staff will always act professionally and have discussions about, or with, young people in private.
11. Staff will be required to detail events or concerns factually, and in a professional manner. Staff will not make derogatory comments or share opinions about pupils with others or in reports. Staff will refer to a pupil's behaviour and not the pupil.
12. Staff will avoid confrontation through their own positive practice. Staff will promote positive communication by modelling how best to speak to each other and to pupils. We will create a calm and supportive environment where:
 - Staff will speak calmly
 - Staff will discuss how they would like the pupil to behave and focus on the correct behaviour rather than the negative
 - Staff will always be polite to pupils
 - Staff will maintain confidentiality about pupil personal issues
 - Staff will not let the child be aware if they are making them feel upset or distressed
 - Staff will demonstrate calm, positive and appropriate behaviour that can be mimicked by pupils

13. We do not seek to actively punish pupils, neither do we operate a system of 'double punishment'. Any support actioned will be to assist the pupil in improving their behaviour or lessening the likelihood of the poor behaviour occurring again. We have a system of consequences that will provide time for the pupil to reflect and for us to plan proactively.
14. Suspensions may be used to support when a pupil exhibits seriously challenging behaviour. For example, to remove young people from harmful or volatile experiences that allow pupils to 'restart' and 'refresh'.
15. We will meet the basic needs of pupils and not allow those needs to become barriers to good behaviour and learning. This includes, but is not limited to, access to food, water, toilets, and safe spaces for both learning and quiet reflection.
16. We will always have positive unconditional regard for all pupils.
17. We will follow the principles of the Thrive approach.

5 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our academy's approach to preventing and addressing bullying are set out in our anti-bullying policy, published on the academy website.

6 Roles and responsibilities

6.1 The Local Governing Board (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher 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 sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Providing pupils with individual behaviour ILP targets termly
- Allocating daily behaviour points
- Reporting incidents of poor behaviour to parents/carers
- Recording behaviour incidents via DCPro

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

6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the academy staff promptly
- Support decisions surrounding sanctions especially any suspensions.

7 Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Refrain from using their mobile phone in lessons
- Treat the academy buildings and property with respect
- Wear the correct uniform
- Accept consequences when given
- Refrain from behaving in a way that brings the academy into disrepute, including when in the community.

8 Rewards

Positive behaviour, or improvements in behaviour, will be rewarded. Details of rewards can be found in the rewards policy. We have established a system of rewards for all kinds of achievements and positive

behaviours. Although we recognise the importance of rewards, we do not want a small material reward to be the be all and end all, our end goal is intrinsic motivation. Examples of such rewards may include:

- Verbal praise
- Behaviour scores of 3
- Weekly rewards and certificates
- Reward activities
- Letters, post cards or phone calls home to parents
- Special responsibilities/privileges
- Being awarded pupil ambassador status

9 **Daily Behaviour Points**

Pupils will be awarded points for each timetabled session of their day including registration, tutor time, break and lunch time. Scores will be recorded per individual on their own behaviour sheet per day. A planned session at the end of the day allows dedicated time to reflect on their behaviour with their keyworker. Pupils can take their score sheets home to share with parents. We encourage parents/carers to complete their section to celebrate any progress from their child.

Keyworkers record behaviour scores on our commissioned package called 'Different Class professional' (DCPro).

Pupils each have the same 4 targets across all sites. They are:

1. Follow my timetable
2. Have a positive manner and attitude
3. Engage in learning and complete my work
4. Respect others and the site

Pupils can achieve a maximum of 3 points for outstanding behaviour. Pupils have explanations of expected behaviour. It is discussed with pupils how to improve.

0. Not Achieved
 1. Attempted
 2. Mostly Achieved
 3. Fully Achieved
- Merit. Exceptional Achievement

An example of the daily score sheet is included in appendix 1.

Appendix 2 shows the definitions of behaviour scores.

These targets should be addressed with pupils but a positive should always be found even when scores are low. Should a behaviour intervention be required, the pupils should always know and have time and space to make the right decision.

10 **Consequences and support strategies**

The academy may use one or more of the following responses to support incidents of unacceptable behaviour:

- A verbal reprimand
- Giving 0 behaviour points
- Reflection time with their keyworker at the end of the day
- Removal of the pupil from class to another space to enable them time to understand and regulate their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Amendment to their timetable or offer
- Change of alternative provision

- Invitation for parents to come into site for a meeting to develop a support plan
- A suspension. However, this is a last resort after repeated incidents increasing in severity or an isolated incident of such seriousness such as bringing a weapon into school or physical assault.

Detentions in the academy are a positive experience. Attendance in detention is always celebrated. It is a chance to reflect and reset for the rest of the day and to address any miscommunications between staff and pupils. Positive language is vital for an effective detention. Examples include. “Let’s fix things”, “Let’s make things right”, “what can we do differently tomorrow”.

11 Time out

The academy may use a timeout space in response to poor behaviour. Pupils may be sent to another space during lessons if they are dysregulated. Pupils may also be allocated to work with an STLA in another space to allow their peers to work in class.

Pupils who refuse to attend a given detention during the day will have their parents contacted. Failure to attend further detentions or further repeated breaches in this policy will result in the arrangement of a parental meeting to discuss any known reasons for their child’s behaviour and develop a support plan moving forwards.

Oversight of any timeout space rests with the site lead. Pupils who are removed from class or require reflection time may be supervised by the STLA from the class if other colleagues are not available.

The list of consequences above are not exhaustive and staff may apply other responses with the agreement of the site lead. The site lead reserves the right to undertake consequences as necessary to ensure a calm and orderly learning environment.

12 Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The academy’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include (but are not limited to):

- Detentions
- Removal from the classroom
- Parental meeting
- Suspension
- Alteration of their timetable so that they are separated from the other pupil

In the most serious cases, suspensions may be used, in particular when a proven incident needs to be addressed further and may require the involvement of parents or the police.

The academy has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

Please refer to our child protection and safeguarding policy, published on the academy website, for more information.

13 **Off-site behaviour**

Consequences may be applied where a pupil has displayed poor behaviour off-site when representing the academy. This may include when the pupil is:

- Taking part in any academy-organised activity (e.g. school enrichment/reward trips)
- Travelling to or from the academy
- Visiting a post 16 placement
- In an alternative provision or work placement
- In any other way identifiable as a pupil of our academy

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the academy.

Consequences will only be given out on academy premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Where a pupil displays poor behaviour in an alternative provision then we will support the behaviour policy of the AP. However, suspensions must be agreed with the Headteacher, and consequences must be proportionate to the poor behaviour and in line with this policy.

14 **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our procedures for managing allegations against members of staff, for more information on responding to allegations of abuse against staff or other pupils.

15 Suspensions and permanent exclusions

Suspensions (previously fixed term exclusions) may be issued by authorisation of the Headteacher. Suspensions should be used only:

- as a last resort after all other appropriate interventions have been attempted over time and
- If it is believed that it will help the pupil to reflect and have a positive impact on their behaviour moving forwards
- Or there has been such a serious incident that it would be detrimental to have the pupil remain on site.

Such serious incidents warranting a suspension to be considered by the Headteacher may include:

- A deliberate and planned physical assault on another pupil or staff member
- Threatening of others with an offensive weapon
- Dealing illegal substances on site

Suspensions from an Alternative Provider can only be issued by the Headteacher. Suspensions must be agreed by the Headteacher before the pupil and parents are informed.

The number of sessions of a suspension will be kept to a minimum and increased over time, or for more serious incidents. For many incidents, it will be suitable to issue a one- day (2 session) suspension. For some incidents that occur in a morning, it may be suitable to issue a one session PM suspension.

We do not permanently exclude pupils from our academy.

Reintegration after a suspension

We will support pupils to reintegrate successfully into academy life following a suspension. A reintegration strategy that offers the pupil a fresh start will be designed. We aim to:

- help them understand the impact of their behaviour on themselves and others
- teach them to how meet the high expectations of behaviour in line with the academy culture
- foster a renewed sense of belonging within the academy community
- build engagement with learning.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to site. Strategies will be recorded in a pupil's risk assessment in their PIP. During a reintegration meeting, the academy should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to site if parents are physically unable or unwilling to attend a reintegration meeting. Meetings can be face to face, or via phone or online means, due to the distances that our pupils may live from site.

16 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Plan engaging and relevant lessons following long term plans that are of high quality
- Promote the pupil code of conduct
- Use the reward policy consistently
- Use the behaviour daily points consistently, involving the pupils with their scores
- Discuss with pupils the expected behaviour in order to achieve high points scores
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Being aware of pupil interests in the PIPs
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement

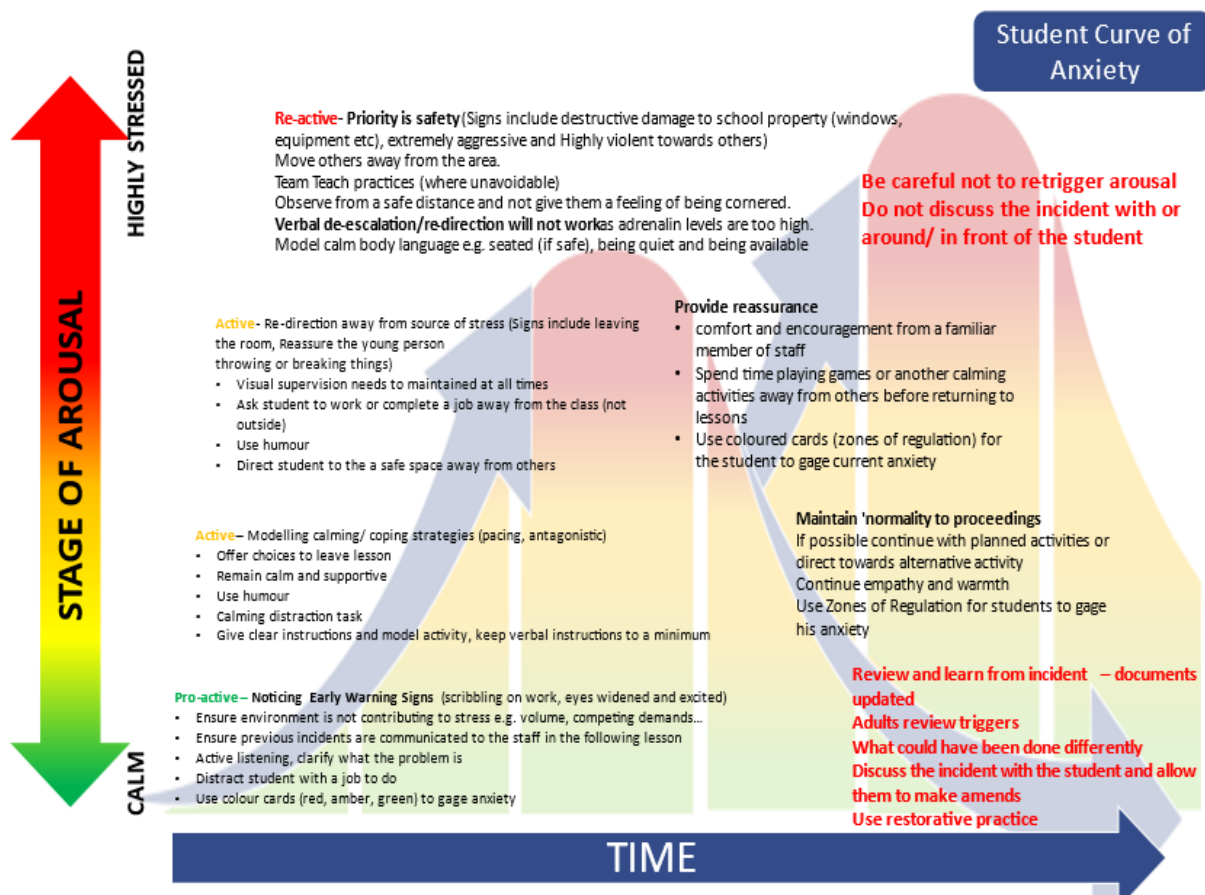
17 Identifying pupil needs and triggers for poor behaviour

All pupils will have a risk assessment in their Pupil Information Pack (PIP) which identifies any needs or triggers for individual pupils. The plan details the preventative and de-escalation strategies that are proven to work and/or support a child to avoid misbehaviour/escalating behaviour, or to help them de-escalate from a situation. Site leads will ensure that:

- All staff understand how to complete a risk assessment in the PIP
- Risk assessments are shared to all staff in direct contact with the pupil

- All staff are aware of the pupil's typical behaviour traits
- Risk assessments identify triggers and warning signs of the pupil's misbehaviour
- The plan includes positive behaviour support strategies to manage the behaviour without the use of sanction or intervention
- Risk assessments include reactive strategies to respond in times of crisis to best support the pupil
- That the pupil's Special Educational Needs (SEN) and/or disability, have been fully considered. This will include seeking medical advice regarding how restraint could affect a pupil with disability or medical condition.

Staff will use the anxiety curve principles in our academy.



18 Our Approach

Our academy is committed to understand why pupils may behave in the way that they do and to practice strategies to improve behavioural responses. We believe that all behaviour is communication and affected by the ability to emotionally regulate. This follows the Thrive principles.

What is Thrive?

Thrive is a systematic approach to the early identification of emotional developmental need in children so that differentiated provision can be put in place quickly by the adults working most closely with the child. It is preventative, reparative, pragmatic and easy to use.

Thrive is an approach to working with all children. It is based on neurological evidence which addresses brain development so that all children learn to regulate their emotional responses, develop resilience and manage disappointment and frustration. All children need a little emotional support when things are going wrong. Thrive provides a way of understanding and addressing the emotional and social development of all children. It pays specific attention to children as and when they experience interruptions to that development whenever and for whatever reason they arise

What are the guiding principles of the Approach?

There are four guiding principles of the Thrive Approach:

1. ◇ Every child is a unique person, constantly developing and learning in different ways and at different rates, each with his/her own abilities, talents and potential to be fulfilled.
2. ◇ Children's healthy development, emotional wellbeing and learning are crucially dependent upon, and promoted through, positive relationships.
3. ◇ Children flourish when they are confident, self-assured, capable and resilient.
4. ◇ Children thrive in enabling environments, in which their individual development, learning experiences and needs are understood, responded to and supported through strong partnerships with parents/carers.

During crisis

Vital Relational Functions are the tools used to address a child's emotional state during a crisis.

Attune: This is where you are alert to how they are feeling. You demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or special experience of the child's emotional state.

Validate: This is where you are alert to the child's experience. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings.

Containment: This is where you demonstrate that you understand the pitch, intensity, quality of their feeling or mood and that you can bear it. This is where you show that you can take their deep distress, raging anger or painful sorrow and make it a survivable experience.

Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This builds trust for the child: in you, in adults and in the world.

Soothe, calm, and stimulate: This is where you must be alert to how they are feeling and demonstrate emotional regulation by soothing and calming their distress.

Catch it, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. Thrive Practitioners are trained to use VRF's and are happy to demonstrate them and encourage any staff member to use them too.

What are the benefits of this approach?

- ◇ Staff will understand that children's behaviour is communication, improves learning skills and leads to greater attainment.
- ◇ It promotes productive learning for all children.
- ◇ It creates practical strategies that can be implemented the next day.
- ◇ It supports and empowers, providing the confidence and competence to work with challenging and vulnerable children, and with parents and integrated teams.
- ◇ It leads to better relationships at home and in school.

What kinds of behaviour does it help with?

The approach helps children who are, temporarily or more permanently, restless, withdrawn or underachieving as well as those with attachment issues or challenging and disruptive behaviours.

19 Physical intervention

Restrictive physical intervention is very rarely used at our academy and is used to keep pupils, staff and the premises safe. Staff will now have certificated training as from November 2022. However, we will not use restrictive intervention as regular practice and all proactive and intervention strategies will be utilised in the first instance. It may be necessary to use such force as is reasonable in the following circumstances:

- To prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic)
- To prevent a young person causing serious damage to property, where the damage may result in injury to the pupil or others
- To prevent a pupil/young person committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person)
- In an emergency situation that required a pupil to be quickly moved or relocated (for example, a pupil refusing to leave a building during a fire alarm/evacuation)

Incidents of restrictive physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on DCPro and reported to the Headteacher and parents

For more information on Physical Intervention, refer to the Positive Behaviour Support Policy.

20 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. The items may be handed to the police if necessary, such as if illegal substances are found on academy premises. Any concerns about inappropriate items should be reported to the site lead who will investigate the concern. Identified senior staff may search and confiscate pupil's belongings following the DfE guidance below. Identified staff are the Headteacher, Deputy Headteacher, Assistant Headteacher, Safeguarding Lead and Head/assistant heads of Centres.

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

Who?

25. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

26. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only: • if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and • in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

27. When a member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a record of the search is kept.

Pupils should be asked for permission, however, if they refuse and have a dangerous item then physical force may be used as a last resort only. Preference would be to use a hand held scanner device depending on the reason for the search. If the pupil refuses to be scanned to contact the police for assistance or parents. See positive behaviour support policy for physical intervention guidance.

Searching of a pupil's belongings may be acceptable, however **physically searching and patting of a pupil should be avoided** and support sought from the police if required. We will also confiscate any item which is harmful or detrimental to academy discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

21 Seclusion

The term seclusion refers to any space with the door closed that provides safety for the pupil, staff and other pupils. Seclusion has many functions for our pupils including a quiet safe space for pupils to manage their own anxieties, regulate or on the occasions for seclusion as a temporary intervention. This intervention is in place to support the physical and emotional needs of each individual pupil. It is a risk assessed, personalised, structured (reported, recorded and reviewed) strategy. It is used in the child's best interests with the intent of prevent significant harm to the pupil, other pupils and staff with the aim of regulating and reducing anxieties.

We monitor this through the use of our behaviour monitoring system, DCPro and also MyConcern. Where seclusion is used the pupil will be continually monitored by at least one member of staff. Patterns of behaviour are recorded , behaviour plans maintained and/or Risk Assessment and/or EHCP are also completed to review effectiveness and impact.

Rationale:

As a Trust, we support some of the most complex pupils in the region who display a variety of complex needs including Social and Emotional and Language and Communication difficulties. Many pupils have complex behaviour difficulties also and as a result, they do not respond in predictable ways. That is why our pupils attend our academy. Staff and pupils have a right to feel safe and secure in school. The best interests of the child will override and inform any actions undertaken by staff to modify inappropriate or dangerous behaviour. Actions must be proportionate, reasonable and necessary.

Legal considerations: The 2010 Guidance, referring to the 2002 Guidance principles states: The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil. The use of seclusion must be seen as restrictive physical intervention. It is only used as part of a holistic broad approach to the management of extreme challenging behaviour. The inappropriate use of seclusion may be unlawful, as will any unreasonable use of force where there is no legal justification.

Therefore, seclusion should only be used when:

- It is in the best interests of the person being secluded – and never for ease of management.
- It is in the least restrictive response and its use is proportional to the level of risk presented.
- It is used for the minimum period of time to restore safety.
- Other strategies such as de-escalation have been used or are considered to be inappropriate in the circumstances.

Seclusion must not be used with any intent to punish or teach the person any new behaviours – its use must be as a responsive strategy aimed at managing the presenting behaviour at that time.

Planning and safeguards for the use of seclusion

- Any use of seclusion must be in the context of the appropriate local policy and all those involved should have a thorough understanding of this policy.
- The agreement to the use of seclusion for an individual should be part of their risk assessment within their Pupil Information Pack (PIP) which identifies the reasons for an individual's behaviour and provides a holistic graded approach to the risks and management of challenging behaviour. The plan should involve and be agreed by everyone involved with the pupil.

Good practice emphasises the involvement of the individual and their family in the consideration and planning of the use of seclusion.

- Staff involved will be Team Teach trained.
- Staff will need to be trained in the use of seclusion for the individual concerned within the wider context of a holistic approach to behaviour support and in the use of monitoring, recording and reviewing processes.

- When an incident arises, staff should consider the balance of risks between managing the situation where it is happening and withdrawing with everyone to create a calming area, compared with moving the pupil to seclusion, possibly with a physical intervention, and then withdrawing.
- Staff, need to be aware of the possible effects of using seclusion, which may include post traumatic stress disorder.

Recording and Reporting the Use of Seclusion, all incidents must be:

- Monitored and recorded on DCPro and MyConcern.
- Recorded using the restrictive and non- restrictive physical intervention form
- Reported to parents/carers at least by the end of the day
- When seclusion has been used for an EHCP pupil, reported through the annual review process or emergency annual review process

Reviewing the use of seclusion: The review should assess each use of a safe space and seclusion and record whether:

- The use of seclusion is an effective response and how this compares with other possible responses or strategies.
- It offers a lower level of intrusion than other possible responses or interventions.
- It offers improved safety for the secluded person and those around them.
- It helps the person to calm and return to base-line behaviour as or more effectively than other responses or strategies
- It decreases the probability of the same behaviour occurring in the future when taken in the context of the pupil's Individual Behaviour Plan.
- Individual Behaviour Plans are reviewed every term, or sooner if required. Reviewing the use of seclusion must be part of Behaviour Management review.

The Esteem MAT Academies use a combination of strategies linked to the needs of each individual pupils. Staff have effective training which is reviewed annually, we ensure each pupil has an individual risk assessment and our approach is to minimise the use of any strategy that does not support in-class engagement in learning however, on occasions, not being secluded would have a detrimental effect on themselves, other children and/or the environment. The use of seclusion is a proactive intervention that prevents harm.

22 Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)

Advice from Suspensions and permanent exclusion guidance July 22

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. Where a school has concerns about the behaviour, or risk of suspension of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual.

For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

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

The academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

23 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

24 Progress

Pupil progress with regards their behaviour will be different for all pupils depending on their starting point. We aim for all pupils to improve their individual behaviours over time.

How we will measure progress:

- We will record all suspension on entry from their previous setting and compare to suspension sessions at our academy over their time on roll
- Daily behaviour points will be recorded in DCPro. Analysis of points will be produced per week, per half term, per target etc to evidence progress over time
- All pupils will be set an individual behaviour target in their ILP in their PIP 3 times per year by their keyworker. Evidence of progress made towards each target will be recorded in their ILP.

25 Training

Our staff are provided with training on managing behaviour and positive principles. There is an identified member of SLT with a focus around our behaviour strategy. Guidance around the use of restrictive physical intervention is given as part of the new staff induction process and through regular, ongoing CPD. Team Teach training was given to all staff employed in November 2022 to reinforce proactive strategies and safe physical intervention methods where required.

Behaviour management will also form part of continuing professional development throughout the year.

26 Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the LGB annually. At each review, the policy will be approved by the Headteacher.

27 Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-Bullying Policy
- Online Safety Policy
- Positive Behaviour Support policy
- SEND policy
- Rewards policy
- Esteem Behaviour and attendance policy

Appendix 1

Pupil _____	Tutor	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Behaviour Reflection	
Date _____										
Group _____										
Follow my timetable										
Have a positive manner and attitude										
Engage in learning and complete my work										
Respect others and the site										
Total										
Merits										
0. Not Achieved 1. Attempted 2. Mostly Achieved 3. Fully Achieved Merit. Exceptional Achievement									Total Points	
									Total Merits	

Pupil reflection of the day:
NEDSC staff messages for home:
Parent/carer comments and messages from home:

Appendix 2

Target	3 Fully met	2 Mostly met	1 Attempted	0 Not met
Follow my timetable	<ul style="list-style-type: none"> I attended the class that I should according to my timetable I was punctual and followed the timings and routines of the lesson I stayed in class for the whole lesson and worked where I was asked 	<ul style="list-style-type: none"> I stayed in class for most of the lesson I may have needed some help to remain in class or where I was timetabled to be I met the target for most of the lesson 	<ul style="list-style-type: none"> I arrived late to the lesson without a good reason I was late from break or lunch and needed asking too many times I may have required some encouragement to stay in class or where I was timetabled to be I refused to follow some routines and timings I followed some of my timetable for some of the lesson 	<ul style="list-style-type: none"> I entered an out of bounds area or left site without permission I did not return from breaks on time or follow the timings or routines of the day. I refused to attend the lesson that was timetabled for me I spent most of the lesson out of class.
Have a positive manner and attitude	<ul style="list-style-type: none"> I was polite and used appropriate language throughout the whole lesson without swearing I had an excellent attitude and listened to staff I was kind to everyone I met the target all lesson 	<ul style="list-style-type: none"> I may have needed a few reminders to respond politely and positively I used appropriate language for most of the lesson without swearing. I was kind and helpful to everyone in the class I met the target for most of the lesson 	<ul style="list-style-type: none"> I disrupted the class at some point in the lesson I listened to staff when they tried to help me change my behaviour and carried on with my work I needed staff to help me stop disrupting the class I could have been more positive and kind to others in class I met the target for some of the lesson 	<ul style="list-style-type: none"> I found it difficult to be kind to others and I was rude, disrespectful or aggressive I used inappropriate language and swore more than I should have I did not respond well to staff trying to help me and I was unable to change my behaviour I did not meet this target

<p>Engage in learning and complete my work</p>	<ul style="list-style-type: none"> • I was engaged and worked to the best of my ability all lesson • I finished all of my work • I asked questions about the work • I fully met this target all lesson 	<ul style="list-style-type: none"> • I completed most of the work to the best of my ability • I was interested in the work and asked some questions • I worked for nearly all of the lesson • I met this target for most of the lesson 	<ul style="list-style-type: none"> • I completed some work, but I could have completed more than I did • I could have put more effort in to learn • I engaged for some of the time • I met this target for some of the lesson 	<ul style="list-style-type: none"> • I did not complete any work in the lesson • I did not learn for most of the lesson • I did not meet this target
<p>Respect others and the site</p>	<ul style="list-style-type: none"> • I was kind and respectful to everyone • I shared equipment with others if I needed to • I listened to others' views whilst they were talking • I looked after the classroom and did not cause any damage • I tidied up after myself and others if needed • I met this target fully all lesson 	<ul style="list-style-type: none"> • I was kind to most people in the class for most of the time • I listened to staff when I should have • I needed a gentle reminder about being kind to others or looking after the building • I met this target for most of the lesson 	<ul style="list-style-type: none"> • I should have been kinder and respected others more than I did • I should have listened to the views and opinions of others more than I did • Staff needed to ask me a few times to be kind • I was reminded to look after equipment or the classroom • I might have caused a little bit of damage • I met the target for some of the lesson 	<ul style="list-style-type: none"> • I was disrespectful or aggressive towards others • I caused some damage to the class/building or left the classroom in a very untidy state unnecessarily • I did not listen and was rude to staff • I did not meet the target