



Behaviour Policy

(including Physical Intervention)

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Objective and Key Beliefs

Objectives

- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex learning needs
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs
- To underpin our beliefs with evidence-based practice and current research.

The Esteem North Academy aims to equip all pupils with knowledge, skills and aptitude that provide the capacity to:

- make informed choices, create opportunities and be responsive to changes
- develop and increase self-belief, self-awareness and the ability to build strong lasting relationships
- enable pupils to interpret, interact and be included in the world
- ensure pupils are resilient in the face of adversity, willing to accept challenge and persist in all endeavours they encounter
- actively seek out opportunities for kindness and happiness for others and themselves
-

Our vision is:

'Inspire, Achieve, Exceed'

Values and Mission

At the Esteem North Academy, we have endeavoured to ensure our Positive Behaviour Policy reflects the latest research and our insights and understanding of the complex needs of our learners. This understanding recognises the impact of those needs and their varied starting points, which contribute to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We

incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our learners with complex layered needs.

We consider that behaviours that challenge always happen for a reason and might be the only way a learner can communicate and can arise for different multifaceted reasons which are personal to the individual.

Pupils, Staff and Governors at Esteem North Academy have clear expectations and responsibilities.

Introduction

Most systems of behaviour modification and management are based on sanction and reward. There is an increasing body of evidence to suggest that sanction of negative behavioural choice is an ineffective method of affecting change. Our approach to behavioural modification will be based on three main components.



- An effective reward system based on short-medium- long-term rewards, a reduced behaviour monitoring period and an emphasis on positive reinforcement.
- Curriculum modification to enhance the teaching of social skills, social problem-solving skills and emotional regulation.
- Intervention to ensure that post-event learning opportunities are fully utilised.

There will be no use of sanctions on a day-to-day basis and staff will not use language that can be associated with punitive approaches. All our interactions with pupils will be positive, avoid confrontation and promote de-escalation. Poor choices will however have a consequence.

Rationale

Some pupils respond to sanction. There is evidence to support that the actual sanction is relatively unimportant, and people respond to the feelings of discomfort they experience when faced with the disapproval of others. They learn to associate these feelings of discomfort with the negative behaviours that precipitated them. There is, however, a significant population of pupils who do not respond well to this aversive conditioning and for whom sanction, or the fear of punishment is less effective in promoting behavioural change.

- Some pupils with social communication difficulties may find it hard to recognise how they or others feel and therefore less likely to respond to punishment cues. Sanctions may well be less effective for this type of pupil.
- Some pupils show callous-unemotional (CU) traits. Pupils displaying these traits are less likely to experience empathy or to care about the feelings of others and therefore will be less responsive to aversive conditioning. Restorative justice techniques are often inappropriate for these pupils.
- Pupils with a combination of SEMH and ADHD have been shown to have a suppressed fear response to aversive stimuli. This lack of fear may make them less responsive to aversive conditioning.

As well as being ineffective for a sizable group of our pupils, punishment may militate against positive behavioural modification. Evidence shows that pupils are more responsive to work on modifying poor choices when they feel a sense of well-being and are emotionally resilient. Punishment does not contribute to positive feelings of self. The anger that many pupils feel when sanctioned is often transferred and used to 'justify' the original misdemeanour or fuel feelings of negativity about any victims of the behaviour. Such pupils are less likely to analyse their behavioural choices and develop new strategies to cope with challenging situations.

The Esteem North Academy Positive Behaviour Policy is based on a variety of research-based and evidence-backed initiatives such as the Thrive Approach and Thinking Schools, the expert knowledge of its' staff and evidence from the Education Endowment Fund 2019 report 'Improving Behaviour in Schools', summarised below (see appendix 1). This is also underpinned by the expert knowledge and understanding of the academy's staff and continuing professional development. The academy seeks to be proactive in promoting positive behaviour management and follow the model below.

Learners want to behave well. We believe that our learners are happy when their needs are understood and met allowing them to self-regulate and behave well and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop

these skills. Learners are better able to behave well when their needs are well met in school, at home and in the community. Learners can learn to improve their behaviour. Learners at Esteem North Academy find learning difficult: learning new behaviour is a task, just like learning to read or write.

If we can meet each learner at their point of need and development, it is more likely that challenging, harmful or self-injurious behaviour that is challenging will decrease or stop.

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a communication breakdown. To support a learner that has become dysregulated or in distress, we should aim to understand the function of the behaviour e.g., what is causing the learner to become distressed. Class teams need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours.

Most of our learners learn in small, incremental steps over a long period.

Mistakes are part of the learning process. We do not make a judgement about it – instead, we support our learners to get it right.

All adults can learn strategies to support learners to improve their behaviour. Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Esteem North Academy we encourage class teams and support staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way. Pupil Information Packs (PIPs) including the One Page profile and the risk assessment provide the framework for this to happen.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to continuous professional development, reflective practice, and peer support to improve practice, professional competence and responsibility.

Starting Points and Expectations

At Esteem North Academy we believe that:

- Our learners want to behave well
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, all learners can learn to self-regulate and manage their behaviour.
- Mistakes are part of the learning process, and we recognise that all our learners are at different stages of the developmental process.
- All learners must be given the opportunities and tools to self-regulate and access a high-quality education
- All our learners have lost learning and/ or have learning difficulties and other needs which impact how they learn to regulate and manage their behaviour.
- Teachers and class teams must be allowed to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts their behaviour. To work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and positively manage their behaviour.

All staff can support our learners by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Being self-reflective and being committed to continuously improve on the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.
- Reflecting and planning the “scaffolding” we put in place to support them to learn self-regulation skills.
- By observing, gathering and analysing data on behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of everyone within the context of their class or particular lessons on and off-site.
- To work in close partnership with our learners, their parents and carers, and other professionals working with them e.g. occupational therapy, speech and language therapy, CAHMS etc.
- To invest time and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.

Proactive Approaches

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

strategies and resources available to support the learner to access sensory strategies that may allow them to deescalate and return to a state of better regulation.

- Know what motivates each learner and use this as positive reinforcements.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.

We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative. This is part of helping our learners to take responsibility for their behaviour.

Know and Understand Your Pupils

Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- Actively build trust and rapport with all children and young people.
- We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
- We always treat learners with dignity and respect by communicating carefully and clearly in a way that is accessible and appropriate.
- Consider the function of the behaviour; why the learner is behaving in this way and what need does it serve?
 - Quietly but firmly hold appropriate boundaries for the learners.
 - Seek support from wider professional networks to problem-solve behaviour that challenge.
 - We are always respectful to learners; we do not talk about them over their heads or in front of other learners.
 - We are non-judgemental about learners' life experiences, but we use behavioural data to inform our planning for them.
 - Know their 'triggers', dislikes and sensory processing difficulties and have appropriate

- It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. PIPs are co-created by parents, the team around the child and reviewed 3 times per year as a minimum. This includes and any form of restrictive physical intervention used to keep a child or young person safe during their academy day.
- Identify and link the expectations to the academy's values

Our pupils will:

- Feel safe, valued and trusted
- Recognise and achieve their full potential
- Take responsibility for their behaviour and make healthy lifestyle choices
- Be positive about themselves and their future
- Be tolerant of others, and of the beliefs and views of others
- Be successful learners, both independently and when working with others
- Be self-motivated and have high expectations

We will achieve this by:

- Creating a safe learning environment, free of stigma and negativity
- Celebrating the success and achievements of every member of the learning community
- Establishing nurturing and supportive relationships between staff and pupils
- Setting high expectations for behaviour and academic success
- Providing a broad, balanced and relevant curriculum that provides the skills, confidence and qualifications to access opportunities in life
- Innovating learning, to engage and inspire
- Promoting tolerance and mutual respect
- Providing opportunities for pupils, parents and carers to voice opinions which form part of the decision-making process
- Providing an inclusive programme of learning opportunities and experiences that promote engagement

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

becoming dysregulated (label emotions and feelings) so they can learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.

- We use specific descriptive praise when we see them making a good choice – we can never do too much of this.
- Rewards are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.
- Model positive language, including body language, to promote a happy, aspirational working environment.

Teach Learning Behaviours

Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- Name and manage your emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child for a young person.
- Identify the strengths of the learner – identify these with the learner where possible and build on them. If a learner is not able to do this, advocate for the learner within the team or professional group.
- Have communication systems in place and readily available when a learner is presenting as dysregulated. This is their "voice" and should always be accessible, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Support the learner to develop high levels of resilience and have high expectations for every learner.
- Support learners to develop high self-esteem so that they believe that they can succeed.
- Teach learners to recognise when they are

- Link consequences to the choices they make, to help them make the best choice. This communication:
 - Increases learners' sense of responsibility
 - Regards mistakes as part of learning
 - Removes the power struggle
 - Is positive
 - Where appropriate, overtly links responsibility, choice and consequence
 - Helps them to take responsibility
 - Helps them to manage their behaviour
 - Increases their independence.
- We believe that our learners should always be allowed to repair and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads to learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.
- Learners should be given the opportunity for reparation. Reparation means repairing relationships, or 'making good' in some way. Even learners with complex difficulties can be supported to repair; this will look different for each learner. We cannot make assumptions about what learners feel. Unresolved difficulties can make learners very anxious and this can cause behaviour to escalate or become habitual.
- Where developmentally appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.
- If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

"I like how you used your communication book to tell me how you are feeling"

"I liked that you asked for a break when you needed it"

"I noticed you were being a good friend by helping Sam"

"Thank you for coming back to your work so quickly"

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

- We use a common language surrounding behaviour in all its forms to provide a high level of consistency.

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy

- Few in number
- Where developmentally appropriate, agreed with learners.
- Communicated in a way that the learners can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do.
- Give clear instructions of how staff are expected to conduct themselves.
- Be polite and talk respectfully.
- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs.
- Be explicit in what you are communicating. Speak clearly, slowly and calmly, and give pupils time to respond.
- Many of our learners, face difficulties, such as they:

Classroom Management Strategies

- Accurately assess and understand the learner's needs by referring to their information such as EHCPs, minutes from their Annual Reviews, PIPs, external professional reports, behaviour analysis.
- Plan to integrate and meet the learner's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs and diets.
- Frequent positive reinforcement when things are going well and minimal feedback for low-level undesirable behaviours. Focus on what you want the learner to do.
- Where appropriate, include the learners in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).
- Give the learner feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the learner for their specific achievements, i.e. descriptive praise and do this often.
- Actively teach the children and young people behaviour for learning example the Zones of Regulation.
- Class rules to support positive behaviour should be:

- Need time to process information.
 - Have difficulty with verbal and non-verbal communication (body language).
 - Have difficulties in understanding facial expression and tone of voice.
 - Have difficulty with understanding, or consistently remembering social rules and conventions.
 - Have difficulty in understanding their own emotions and how to tell an adult what they are feeling.
 - Have difficulty in understanding other people's emotions.
 - Have difficulty predicting what will/could happen next - this can cause anxiety.
 - Lack of awareness of danger.
 - Have suffered some form of trauma.
 - May not have the skills and understanding to manage social expectations and/or interactions with peers including friendships and bullying.
- Ensure learners' sensory needs are supported where required through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewys, fidget toys, adapted seating, weighted blankets, the temperature of learner etc).
 - Take social demands of working with other learners into account.
 - Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

Proactive Approaches continued...

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be Promising
 - Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
 - School leaders should ensure the school behaviour policy is clear and consistently applied
-
- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc).
 - You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning.
 - Set the Mood and do something engaging, fun, motivating or that pupils are good at. Follow this with something more taxing. Pupils will be less inclined to give up or become agitated if they are already in a positive frame of mind and are made aware of the task beforehand.

Routine

Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- Regularly refer to the expectations and how they manifest in the academy.
- Appropriate rules and expectations should be embedded into the activities/ lesson's routines.
- Ensure the days' routine runs on time as much as possible. Consistent class/lesson/activity routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively.
- Class teams should reflect on how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Learners may have difficulties in coping with new or unfamiliar situations.
- Changes to routines should be practised. using appropriate visual resources to allow our learners to learn that changes can be managed positively.

Reactive Approaches

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

professional group.

- Some learners need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a learner's school day, we always plan jointly with the parents and carers, the LA and any external agencies.
- It is important to work collaboratively with other professionals working with learners to ensure their input into planning and strategies e.g. speech and language therapist.

Personalised Approaches

Personalised learning to ensure that we meet each learner at their point of development and learning.

- Putting in additional support, tailored to the specific needs of each learner.
- Drawing on the expertise of others such as CAMHS, FASST, Educational Psychologists etc.
- Observations in a range of contexts, including home visits.
- Medical investigations to ensure that the pupil is not in pain or unwell or to identify anything that may be impacting on emotional wellbeing or mental health.
- Making the routines/strategies more detailed.
- Identifying in the PIP Risk Assessment action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff/professionals working with the learner.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.
- Parental and family support to implement changes in strategies.
- Identify the strengths of the learner – identify these with the learner where possible and build on them. If a learner is not able to do this, advocate for the learner within the team or

Implementation

6

Consistency
is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches.
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Whole School Consistency

- Take responsibility for the behaviour of all learners in the academy.
- Work with the Senior Leaders and external agencies to implement any strategies suggested.
- Improve the capacity of our learners to self-regulate their emotions and improve their ability to make academic progress through the embedding of the language set.

Communication systems as:

- Visuals are permanent – spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare pupils for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people e.g. between home and school, or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts self-regulation and positive behaviour.

Post Event Learning Opportunities

This policy is designed to promote the modification of behaviour by improving the capacity of learners to make positive choices. Pupils will inevitably make negative choices on occasion. The absence of sanction will increase the likelihood that pupils engage with the post-event learning opportunities that will take place after an incident. The type of learning opportunity will depend on:

- The nature of the event
- The nature of the pupil and the likelihood of a positive interaction
- The emotional state of the pupil

Each incident will be analysed on a case-by-case basis so that the appropriate time, venue and staff can be arranged.

Restorative Justice

The use of restorative justice (RJ) techniques and RJ type questions should be carefully considered and their appropriateness will depend on the pupils involved. Pupils who display CU traits may well have the empathic ability to understand the effects of their actions on others but may not care about their feelings sufficiently to modify their behaviour. In the worst cases, they may use information gained during the process to negatively manipulate future situations.

RJ techniques and questions are beneficial for some pupils. This is especially true of those who care about the feelings of others but lack the ability to understand the emotional impact of their actions on them. Carefully administered RJ sessions may be especially beneficial for some learners on the autistic spectrum when combined with work to recognise feelings in others and themselves.

De-Escalation and Non-Confrontational Approaches

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using non-confrontational approaches when communicating with others is central to the academy's ethos.

A comprehensive package of de-escalation strategies is available via Team Teach; our trainers of choice in the use of positive handling strategies. We embrace their similar approaches and emphasise the use of verbal and non-verbal de-escalation techniques to reduce instances of aggressive behaviour and the need for positive handling. All staff are trained and conversant in the use of de-escalation techniques and receive refresher training on an annual basis or as need is identified.

Missing Learning

Rationale

The primary function of Esteem North Academy is to provide an outstanding educational provision thus supporting academic progress and the development of essential pro-social skills. This policy is designed to support our primary function by:

- Encouraging all pupils to attend all the timetabled lessons.
- Provide additional support for pupils who have elected to disengage from learning opportunities.

Aims

- To reduce the number of learning opportunities lost by selective absence from lessons.

- To reduce the number of learning opportunities lost by selective disengagement from activities.
- To compensate for these losses by providing replacement learning opportunities and to give pupils the chance to reflect positively upon their decision making.

Principles

Missed Learning will be applied to pupils who have chosen non-attendance of lessons without them having reasonable mitigating circumstances. It will be applied after other strategies to modify this choice of behaviour have been exhausted.

It may be applied on a compulsory basis, with the support of parents and carers. It will never be applied in a punitive way. Missed Learning is not a sanction and will not be used as a 'threat'. Missed Learning is intended as a tool to modify behaviour choices. Once this has happened then any outstanding missed learning may be discontinued.

Rewards & Promotion of Positive Behaviours

A reward is often significantly more effective than a sanction for all pupils. Rewards can be verbal (praise), physical (certificates) or various token rewards and reward trips. Reward, wherever possible, is immediate and explicitly linked to positive behavioural choices. This encourages the behaviour to be repeated. Consistent repetition of positive behaviours leads to the behaviour becoming an embedded part of the pupil's behavioural repertoire.

Our systems have been developed collaboratively with the whole staff and pupil population.

The primary interface between pupils and our behavioural modification system is DC Pro. Pupils earn points for demonstrating and meeting core targets:

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

During the lesson staff explicitly link positive behavioural features with the points so those good choices are linked with reward in the minds of pupils. The final points are discussed with each pupil at the end of the activity and recorded.

Scores as follows for each target

- 0 points – Not met
- 1 point – Attempted

- 2 points – Almost achieved
- 3 points – Fully achieved

Scores are converted to percentages at the end of each half term. There is also a prize for “pupil of the week” chosen by the form tutor and support staff for each tutor group.

At Esteem North Academy we have embedded a positive culture across all sites.

Staff are expected to do the following:

- Reward pupils with certificates
- Communicate with parents and carers to inform them of the behaviour or achievement – Post Cards or Phone Calls home.
- Nominate a ‘Pupil of the week’
- Allow pupils to receive points for end of term reward trips.
- Special responsibilities/privileges.

Physical intervention

Restrictive Physical Intervention (RPI) and Non-Restrictive Physical Intervention (Non-RPI)

The academy will refer to the ‘*DfE non-statutory Guidance: Use of Reasonable Force – Advice for Head Teachers, staff and governing bodies*’ when establishing the situations and circumstances that may fall into the above categories.

Restrictive physical intervention is the positive application of sufficient force to ensure, by physical means alone,

- 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, ONLY 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)

There is a difference between **Non-Restrictive Physical Intervention** and **Restrictive Physical Intervention**. In this academy these are defined as follows:

Type	Definition	Example
Non-restrictive physical interventions	Where physical touch is used to support the young person and they have the choice to move away from the touch or where a cause of distress can be removed without the need to touch the young person.	This may include: <ul style="list-style-type: none"> ▪ Guiding/shepherding a person from A to B ▪ Removal of a cause of distress, such as adjusting temperature, light or background noise.
Restrictive physical interventions	Where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.	This may include: <ul style="list-style-type: none"> ▪ Holding a pupil ▪ Specific interventions as per a child's individual plan (following an audit of need, a risk assessment and person specific training).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education and Inspections Act 2006 and Keeping Children Safe in Education. Staff only use physical intervention with pupils if they consider it necessary to prevent personal injury to another, or if a pupil is in danger of injuring him/herself or putting him/herself in a position of danger, or prejudicing the maintenance of good order and discipline at the Academy, whether during a teaching session or otherwise. The actions that we take are in line with government and Local Authority guidelines on the restraint of children. If RPI (Restrictive Physical Intervention) is used then this will be communicated to parents and the incident will be recorded in line with the aforementioned guidelines. All staff receive appropriate training and refresher courses in Team Teach.

- If used, it must be recorded via DC Pro incident recording system.
- An Individual Risk Assessment in the pupils PIP will need to be updated – this might apply when an individual learner needs physical interventions.
- Class teams and support staff need to be able to establish the possible consequences of using a particular method(s) of physical intervention when difficult behaviour occurs.

- If physical intervention is used, parents/carers need to be contacted before the learner arrives home.
- Once the incident has been de-escalated and the learner is regulating well again (could only be the next day), the class team need to consider which appropriate repair work needs to be done to offer a debrief for staff and maintain a positive relationship with the learner.

Strategies to Minimise the Need to Use Force

It is the expressed aim of the academy to avoid the use of force to physically restrict pupils in all but the most specific circumstances. To do this the academy will implement the following positive behaviour support strategies to ensure the use of force is minimised:

- Create a calm, orderly and supportive academy that minimises the risk of dangerous behaviour. Clear rules are in place and these are clearly communicated to pupils and consistently, fairly and openly applied
- There are effective relationships between pupils and staff in which pupils can engage and participate in ideas to create a calm and orderly environment
- Ensure all staff adhere to the policy regarding the use of force as a last resort
- Use proactive interventions with individuals or groups who are at risk of involvement in dangerous behaviour
- Develop a whole academy approach to developing social and emotional skills
- Recognise that challenging behaviours are often foreseeable and have plans in place to deal with these eventualities
- Monitor all incidents where force is required to ensure any trends are identified. Put plans in place to reduce the risks associated with the use of force
- Whenever practicable, tell a pupil that force may need to be used before using it
- Plan for staff development in behaviour management, including positive behaviour support strategies, so that staff have the confidence and skills necessary to manage potentially dangerous situations

Duty of Care

Staff should be aware that their employment imposes upon them a duty of care to maintain an acceptable level of safety. It is acknowledged that the behaviour of children and young people can become dangerous and physical intervention may be required. This is inevitably a high-risk action. Guidelines cannot anticipate every situation and, therefore, the sound judgement of staff at all times is crucial. This may mean not getting physically involved if this would put you at direct risk, but could include summoning relevant assistance. It is not acceptable to do nothing.

Who May Use Restrictive Physical Interventions

Only 'Authorised staff' may use restrictive physical interventions within our academy. The term 'Authorised Staff' means any paid worker, or person who has been given lawful control or charge of children by the Headteacher, either on or off-site. Authorisation may be on a long or short-term basis for a specific event (e.g. a field trip). Under no circumstances will the academy give authorisation to other pupils to be involved in the use of force.

Authorised staff will normally include Teachers, Teaching Assistants and non-teaching staff employed by the LGB who, with the authority of the Headteacher, have lawful control or charge of children and young people. It may include volunteers working at the academy on a regular, or irregular, basis. Headteachers should explicitly authorise any volunteers who work at the academy and who may be required to carry out physical intervention. This should be recorded in an appropriate manner.

Headteachers will also ensure that all staff working at the academy are aware of and understand what authorisation entails. The Headteacher will ensure that authorised members of staff receive information and training. Permanent staff members will complete certificated Team Teach physical intervention training. A risk assessment may preclude certain staff from being authorised to carry out Restrictive Physical Interventions owing to medical or other issues.

The Place of Physical Intervention in our academy

Physical interventions will only be used in exceptional circumstances. The academy expects that staff will only use force in circumstances where:

- The consequences of not intervening were sufficiently serious to justify the use of force
- Achieving a safe outcome by other means had either been tried and exhausted
- The risks associated with not using force outweigh those of using force

The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy. It will be avoided when possible and not be used for the convenience of staff.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up, the risk of not

intervening against the risk of intervening. Any actions will be carried out in the best interest of the pupil.

Staff deciding that not intervening physically is the safest course of action for them should be aware that simply doing nothing is not an option. The expectation at our academy is that as a minimum, staff should raise the alarm and summon appropriate assistance.

The two types of physical interventions likely to be required by schools are:

<p>Emergency/unplanned interventions</p>	<p>Use of force which occurs in response to unforeseen events. <i>This should always be a trigger for a risk assessment and planning once it has occurred.</i></p>
<p>Planned interventions</p>	<p>Any situation that staff might reasonably expect to occur, in which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment. Planned Interventions must be recorded in the pupil's risk assessment in their PIP</p>

In the unlikely event that a child on roll would require planned interventions as part of regular practice, the academy would be required to take steps to train designated staff and prepare a fully detailed risk assessment and physical intervention plan. Whilst this is unlikely, this policy details those steps below.

Physical Interventions continued...

Restricting Liberties

At Esteem North Academy learners should never be:

- Locked in a room alone, without support and supervision. **We do not seclude at Esteem North Academy**
- Deprived of food/drink
- Denied access to a toilet
- Isolated in ways that they are unable to express or communicate needs including nonverbal cues

What to Do After the Use of a Restrictive Physical Intervention

Recording Events and Actions

The LGB acknowledges the importance of ensuring accurate and detailed records of incidents of physical intervention are made and kept for future reference.

Restrictive Physical Intervention Incident Reports

The LGB and Headteacher will establish procedures to ensure that all significant incidents of physical intervention are reported and recorded by the member(s) of staff involved as soon as possible after the event. This will be before the staff leave the building at the end of the day but after they have had time to calm following the incident. The recording will be factual include any antecedents to the incident, any proactive and active strategies used and will avoid emotive language. The incident report form should be sent to the Assistant Headteacher and also the Headteacher for signing. The Assistant Headteacher will upload to our online reporting system, DCpro.

The academy considers any of the following incidents to be significant and therefore requires that staff complete an incident report:

- Any incident which caused injury or distress to a pupil or member of staff (where an injury is involved the academy's accident reporting guidance must also be followed)
- Any incident which is sufficiently serious in its own right to require an incident record to be completed (even though there was no apparent injury or distress). Any use of physical interventions will fall into this category
- Any incident where a written record is needed to be able to justify the use of force. (This is relevant where the staff involved feel the judgement was finely balanced)
- Any incident where a record will help the academy to identify and analyse patterns of pupil behaviour or will help to inform future training
- Any incident which involved other agencies e.g. the police.

The form must be completed by the member(s) of staff concerned. They will detail and date the record of physical intervention. The report will include:

- The name(s) of the child(children) or young person(s) involved
- The name(s) of the staff involved
- When and where the incident took place
- The name(s) of other staff or children or young people who witnessed the incident
- The reason why physical intervention was necessary
- How the incident began and progressed, why the physical intervention was used, details of the child's or young person's behaviour, what the member of staff said and did to defuse the situation, the physical intervention used, how it was applied and for how long
- The child's or young person's response and the outcome of the incident
- Details of any injury suffered by anyone, and subsequent medical attention given
- Details of any damage to property
- A description of action taken after the incident

- Records of incidents will be reviewed regularly to identify any triggers or patterns of behaviour

The Headteacher and a senior member of staff should be informed of any incident of physical intervention as soon as possible.

It is good practice for the member of staff with lead responsibility for safeguarding to check the report and for the member(s) of staff involved to be provided with a copy of their statement.

Witness Statements

Where a physical intervention has been used statements will be taken from witnesses where possible. This will be carried out by the Site Lead or Assistant Headteacher. This should be carried out as quickly as possible so that witnesses do not have the opportunity to influence each other's statement. All staff involved in the intervention will be required to sign the RPI form.

Follow-Up Action

All senior staff involved must record details of their involvement at every stage, together with details of all follow-up action.

The children and staff involved in an incident of physical intervention will have an opportunity to discuss the matter with the Site Lead or Assistant Headteacher.

Any lessons learned as a result of this discussion will be used by the academy to update risk assessments.

Parents and carers of children involved in an incident of physical intervention will be informed of what has happened to their child or young person and offered an opportunity to discuss this with the Assistant Headteacher/Headteacher or Site Lead.

Any member of staff involved in an incident of physical intervention may need time to recover and regain their composure. They will also be given the opportunity to discuss how the incident of physical intervention has affected them personally with an appropriate colleague, friend or Professional Association or Trade Union Representative.

For planned physical interventions the risk assessment should be reviewed. This should result in a number of actions aimed at meeting needs and reducing the risk of incidents and harm to other pupils and staff, such as:

- preparation of individual plans to address a range of needs
- avoidance of known triggers
- addressing environmental factors and teaching skills

Handling Complaints

Complaints about physical contact or intervention will be considered in the light of existing statutory routes of investigation. These are:

- Safeguarding (Local Authority advice)
- Disciplinary Procedures (Academy policies/Local Authority advice)

The Headteacher or a senior member of staff will consult with the Designated Safeguarding Lead, the safeguarding lead for Esteem and Authority's Child Protection Officer.

If there are no grounds for continuing with either of these procedures the complaint will be dealt with through the LGB's normal Complaints Procedure.

Monitoring

The Headteacher and LGB will review the implementation of the Behaviour Policy every year as a minimum.

All staff will be involved and asked to contribute to the review. All staff will be informed of the outcome of the review.

Consequences

We do not advocate the use of sanctions or punishment. Our learners need to link a specific behaviour with its consequence rather than a punishment. For Example:

Behaviour: The learner disrupts the activity or behaves in a way that makes other learners feel unsafe.

Consequences: The learner has a break from the lesson, the learner is supported by an adult to consider their behaviour, the learner may apologise to the group for his/her specific actions and carries on with the activity. Although we will never force a pupil to apologise.

The consequence needs to be a natural consequence, to support the learners understanding of both positive and negative consequences. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage? As mentioned above, the learner should be allowed the opportunity to make reparations for their actions.

Consequences may include:

- The class teacher may contact a parent or carer if there are concerns about the behaviour or welfare of a learner.
- If their behaviour is persistently poor or serious, the pupil's form tutor or the Site will work with the staff and pupil to remediate the situation where possible and to suggest alternative strategies which may be used.
- Learners may lose their own time over break and lunchtimes to tidy up a mess they have created. This may be with the support of a staff member and can be an opportunity to mend fractious relationships.
- For the most serious transgressions, a pupil may face a suspension (see below).

Searching Pupils and Confiscating Items that are Not Allowed in the academy

Items such as mobile phones, iPods, cameras and other personal music equipment that can cause distraction and/ or annoyance to other pupils are handed in during form time and returned at the end of the day. Vapes and related items are also handed in during for time. Items such as chewing gum may be disposed of.

Searches of pupil's belongings must be authorised by the Head of Centre and Senior Leadership Team and be conducted with a staff witness. Body searches will not be authorised on site. We may Wande a pupil. If there is a concern regarding what the pupil has on their person, the police will be called. The police will also not be authorised to body search a child on site.

Suspensions

Fixed Term Suspensions

We do not believe that suspensions are the most effective way to support our learners and especially those with SEND, and we will always try to adapt and personalise provision for all our learners to ensure that they can access education.

In exceptional circumstances, it may be necessary to suspend a learner for a fixed period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property.

Decisions to suspend learners are made on an individual basis and should always be a reasonable and measured response, which will have an impact and provide a learning opportunity for the learner. We use suspension very rarely at ENA as our pupils have already been permanently excluded. Suspensions must have a positive effect on a pupil and help to modify their future choices.

Permanent Exclusion

At Esteem North Academy we do not permanently exclude pupils.

If we are unable to meet the needs of an individual learner, we will always aim to work with the learner's family to amend timetable for example to provide an alternative.

Reporting Suspensions

All suspensions will be reported to the Governing Body, EMAT, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Discrimination Language/Incidents

Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our academy's community.

They are dealt with in line with this Policy with further advice and coordinated response from the Senior Leadership Team. They **MUST** be recorded appropriately on **My Concern**, including all follow-up action. Some learners use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful to each other. Depending on the nature of the incident a Prevent referral might need to be made, who may feel that a 'Channel Panel' referral will be necessary. Our experience of such referrals is that our learners' needs are considered and both learners and parents have been supported appropriately and positively to understand our learners' vulnerability to radicalisation in any form.

Further guidance is available in the academy's Equalities Policy which is available on request from the academy.

Bullying (Including Cyber-Bullying)

We do not tolerate bullying, but we acknowledge that some of our learners may not fully understand how their behaviour impacts on others or be understand it as bullying behaviour. Bullying should never be ignored and all instances of bullying must be recorded on **My Concern**. Parents and carers should be informed by the teacher (or lead of lesson/activity) via telephone or in a face-to-face meeting. Every instance needs to be addressed, in line with this policy, with each learner involved taking responsibility for his/her actions, and a plan in place to change the behaviour causing concern.

Learners need to be supported to develop age-appropriate level e-literacy so that they can keep themselves safe online and report cyber-bullying. Opportunities for parents and carers should be provided to learn about e-safety and how they can implement and manage this at home.

Further guidance is available in the academy's Anti-Bullying Policy which is available on request from the academy.

Absconding

For a child or young person who has absconded from the academy setting/off-site provision. A child or young person is considered to have absconded if they leave the academy premises or the immediate area of an offsite activity/trip. If a pupil has not returned within 20 minutes then they are classed as 'absent from education' and the police and parents will be notified. See our absconding policy.

Linked Policies






Anti-bullying policy

Safeguarding and Child Protection policy

Absconding Policy

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Proactive		Reactive
1	<p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> Pupil behaviour has multiple influences, some of which teachers can manage directly Understanding a pupil's context will inform effective responses to misbehaviour Every pupil should have a supportive relationship with a member of school staff 	5
2	<p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> Teaching learning behaviours will reduce the need to manage misbehaviour Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning Teachers should encourage pupils to be self-reflective of their own behaviours 	4
3	<p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time Reward systems can be effective when part of a broader classroom management strategy 	5
4	<p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> Some strategies that don't require complex pedagogical changes have been shown to be promising Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour School leaders should ensure the school behaviour policy is clear and consistently applied 	5
5	<p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> Universal behaviour systems are unlikely to meet the needs of all your students For pupils with more challenging behaviour, the approach should be adapted to individual needs Teachers should be trained in specific strategies if supporting pupils with high behaviour needs 	5

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Sections are colour coded for ease of reference:

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APPENDIX 2

Positive Engagement Policy (including Physical Restraint)

STAFF CHECKLIST

DO:

- Know the procedures set out in the academy's Policy and Guidelines on physical intervention
- Discuss these with a senior member of staff if you are unsure of any point
- Remember your professional obligations to all children in your care
- Be aware of the history of children who have been physically restrained
- Avoid being isolated with any child wherever practicable
- Send for adult help early if a situation begins to get out of hand
- Stay calm and do not over-react. Assess the situation before acting
- Use minimum intervention for minimum time
- Report an incident of physical intervention to the Headteacher and a senior member of staff as soon as practicable and complete a physical Intervention report form and send to the Assistant Headteacher and Headteacher by the end of the day.

DO NOT:

- Attempt to restrain a child who obviously carries a "weapon"
- Physically restrain a child in anger or when you have lost your temper
- Allow the situation to get out of control
- Use excessive force or use restraint as a punishment
- Place yourself at risk of false allegation

Approaches to Consider

It is important to remember that the manner in which a situation is approached might make the use of physical intervention unnecessary. It will help to:

- Move calmly and confidently and seek assistance
- Relate to the age, language levels and understanding of the child
- Explain the consequences of refusing to stop, (in terms of safety, not sanctions)
- Make simple, clear statements to the child in a quiet, firm, assured tone
- Reduce physical threat by allowing the child space, e.g. backing off
- Talk to the child offering reassurance, purpose and security
- Keep the child in your sight at all times
- Allow the child to save face
- Judge the risk of increasing disruption as a consequence of physical intervention
- Remove others from the situation.

It will not be helpful to:

- Give complex advice or instructions
- Speak quickly and loudly
- Trap a child or stand too close
- Attempt to reason by asking questions

- Consider physical intervention to enforce compliance of an older or physically large child or young person, or when others present may be at risk of injury

Other children or young people should never be involved in intervention.