

# Behaviour Management Policy



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## **1. Introduction**

The Academy's Behaviour Policy must comply with section 89 of the Education and Inspections Act 2006. This requires that it promotes, among students, self-discipline, and proper regard for authority. The policy focus is on encouraging good behaviour and respect for others whilst preventing all forms of bullying amongst all pupils. It is committed to securing an acceptable standard of behaviour that ensures students are able to complete any tasks reasonably assigned to them in connection with their education whilst conducting themselves safely and appropriately at all times.

The policy will be reviewed annually, and its content will be shared with students, parents/carers and all persons who work at the school, including volunteers.

At Lea Hall Academy, we work towards providing an environment that encourages positive behaviour, enabling pupils to learn more effectively.

## **2. Our Academy Vision is:**

To ensure the children in our schools receive the best possible education, care and life chances by being the West Midlands bespoke provider of choice for children with high levels of special educational needs

## **3. Our Academy Ethos is:**

To move forward together, striving for and achieving opportunities to improve outcomes and provide stability and success for all.

## **4. Our Academy Values are:**

**We are Forward Thinking:** Always looking to move things forward and embrace change to provide the best outcomes for all.

**We are Ambitious:** Always working to the best of our ability. Instilling a 'can do' culture by encouraging others to share knowledge, skills, and expertise.

**We are Principled:** Always looking to do the right thing, being conscientious, polite, and friendly, speaking out and challenge accepted thinking for the greater good.

**We are Motivated:** Always looking to overcome obstacles and move forward to ensure educational excellence.

**We are Trustworthy:** Always being honest, open, and consistent in our approach to any issues we face. Being steadfast in our desire to improve outcomes for all.

**We are nurturers of talent:** Our vision, ethos and values are not achievable without a great workforce and their personal development, contentment, and enjoyment of working for the Forward Education Trust really matters to our Trust.

## **5. School Environment:**

The environment, curriculum and staffing structure are under continual review so that we can provide a wide range of graded responses to difficulties and to prevent, as far as possible, the escalation of dangerous behaviours and the use of restrictive physical interventions.

Although the management of student behaviour is the responsibility of all members of staff the school has a pastoral team who have a specific focus on behaviour within their overall responsibilities.

All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a Nationally accredited behaviour management and physical intervention strategy. Lea Hall Academy has an Advanced Level Trainer within the staff team.

Students benefit from small class sizes, carefully differentiated work, additional pastoral support systems and good quality teaching and resources. There is a strong emphasis on the use of positive language, modelling and encouragement to build students' self-esteem and relationships. The school environment is kept tidy, well maintained, and bright, with displays that promote positive engagement from students and value their achievements.

The management of risk is the responsibility of all staff members. It will be expected that staff act to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. Staff will make a 'dynamic risk assessments and act with the pupil's best interests at the centre of their decision making.

To support and promote a positive, safety focused ethos and culture Lea Hall Academy uses 'Going for Gold' as a reward and monitoring strategy which encourages and rewards pupils who make positive behaviour choices. The Academy continually monitors the effectiveness of this strategy and uses pupil feedback at group and individual level to secure relevance. 'Going for Gold' strategy is detailed in 'Appendix 1'.

## **6. Other Behaviour Support**

It should be recognised that there is not always an easy way to manage pupils who present challenging behaviour. The circumstances and context will make a difference to how staff members respond to a situation and the level of danger/risk perceived. The school expects that staff will make every attempt to de-escalate behaviours which are potentially dangerous.

Staff are expected to communicate calmly with the pupil and present themselves in a considered and controlled way. The language used should be simplified and offer students opportunities to resolve their difficulties without resorting to violence.

Staff should be confident to offer 'way's out' where possible to support the pupil to de-escalate and reduce the need for restrictive physical intervention. Techniques used may consist of diversion, distraction, reassurance, offering choices/time out, change of face, limit/boundary setting, humour, identification of emotions, prompting, caring gestures, proximity, directive statements.

Whilst the school can provide low level interventions to address some therapeutic needs, many pupils will require access to support from external professionals as required. Some pupils may be assigned a specific risk reduction plan (RRP). RRP's detail an individual pupil needs and associated behaviours. It details how the environment should be adapted and how staff should communicate to best support the pupil. The RRP's should be available to all relevant staff.

## **7. Sanctions**

Sometimes, despite best efforts the focus on positive regard may prove ineffective. As a result, sanctions may need to be put into place to support pupils to understand the impact and/or consequence of their choices and scaffold pupils to make better choices in the future. It is our intention that sanctions are reasonable, proportionate and consider each individual pupils needs along with any relevant Health and Safety considerations.

Sanctions may take the form of:

- Low points score
- Loss of personal time such as break or free time

- Loss of privileges loss of certain areas or equipment during breaktimes
- Withdrawal from the larger group and/or community
- Spoken to by a member of the senior team
- Telephone call with parent/carer
- Report/monitoring card or equivalent
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti
- Internal exclusion. Pupil remains in school and completes work away from their class/group/community.
- Detention. With permission from parent/carers the pupil remains in school at the end of the school day to complete work as appropriate
- In some circumstances, following a Health and Safety assessment/dynamic risk assessment, certain activities may be untenable, e.g., swimming, after school club or off-site events.
- In the event of behaviours or actions being so extreme that the above sanctions are not deemed appropriate or sufficiently proportionate, it may be necessary to issue a pupil with a fixed term or permanent exclusion.

Some examples of behaviours that may result in exclusion include:

- Continued high levels of aggressive, threatening, and disruptive behaviour
- Serious and targeted assault of a member of staff
- Serious and targeted assault of a peer
- Serious and purposeful damage to the school and/or equipment/property
- Bringing weapons into school with the intention of using them to commit violence
- Bringing illegal items or illegal/inappropriate substances into school with the intention to use or supply
- Arriving at school in an intoxicated/drug impaired state
- Unfounded, malicious allegations about staff or pupils
- Bullying
- Refusal to address/remove gang related adornments or hairstyles

## **8. Physical Interventions**

Sometimes a pupil may require a restrictive physical intervention to keep them and others safe. This may happen if a student is about to hurt themselves or someone else, damage property or is engaged in behaviour prejudicial to the maintenance of good order and running of the school. It is expected that any restrictive physical intervention is used to reduce the potential and actual risk based on a dynamic risk assessment by the attending staff.

Intervention should be reasonable, proportionate and will be in the best interest of the child. It will be reported, recorded, and reviewed. Staff are trained to use 'Team Teach' techniques as the preferred positive behaviour management and physical intervention strategy. The following statement reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

*"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews, Team-Teach Director)*

All physical incidents should be recorded on Sleuth within a 24-hour period by the person that led the intervention, this should be decided at the time. This will be rigorously monitored throughout the year by SLT as a regular agenda item. Reports should be 'concluded' (i.e., all participants have made their contributions) for review within 2 working days of an incident.

## **9. Power to Search Pupils Without Consent**

In addition to the general power to use reasonable force described above, The Head Teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- illegal pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. It is expected that staff in these circumstances verbally communicate that the items are not appropriate or suitable for school and that they should be 'handed in'. Staff need to be mindful that any further sanction or actions undertaken must be reasonable and proportionate.

Additional information can be found by following the link below:

[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

### **10: Use of 'Behaviour Recovery Rooms'**

It is notable that some students will refer themselves to purposely delegated rooms to 'sit quietly', complete work and self-manage their behaviour.

On occasions, staff will refer a student to use a 'Behaviour Recovery Room' to reduce presented and potential risks, or to facilitate 'timeout' or 'withdrawal'. Most of the time this can be done with student compliance. If a student is forcibly kept in a room (SECLUSION/ ISOLATION) for safety reasons this action will be subject to the reporting and recording protocols of restrictive physical interventions.

This level of response is not to be used as a sanction or punishment, but as a temporary safety measure. Pupils may be prevented from leaving the room by blocking the doorway with their body, holding the door shut or locking the door shut in an emergency (if this reduces the risks presented, as assessed by the staff attending). The sole purpose of this high-level emergency response is to keep all concerned as safe as possible, until the student is calm enough to be purposefully engaged. Pupils will be always supervised by an adult whilst in seclusion/isolation to ensure safety of all. If seclusion/isolation is used regularly to support a particular pupil (averaging more than once a week over a half term), a specific 'Risk Reduction Plan' will be developed with a clear strategy to reduce the levels of seclusion/ isolation. The plan will be shared with staff and parents/carers and reviewed half termly until the number of incidents reduce. Lea Hall Academy aim to inform parents verbally before the end of the working day, when their child has been held or secluded/isolated. If we do not inform parents/carers this will be recorded with the reason why. (See Physical Intervention Policy).

Useful guidance Documents regarding the Use of Reasonable Force:

[Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

### **11. Incident Report Forms**

All physical incidents should be recorded on Sleuth within a 24-hour period by the person who led the intervention, this should be decided at the time and will be rigorously monitored throughout the year by SLT as a regular agenda item. Reports should be 'concluded' (i.e., All participants have made their contributions) ready for review within 2 working days of an incident. Numbers of restrictive physical incidents are reported by the head teacher to the Governing Body via 'The Head Teachers Report'.

Use of seclusion/isolation should be reported immediately to SLT and recorded on Sleuth within 24 hours of the incident. A summary of seclusion/isolation will be provided to governors via the Head Teacher written report. Any

incident which is considered 'significant' because of the levels of violence used, amount of damage caused, police involvement or the time spent in seclusion will be reviewed more promptly.

## **12. Staff Responsibilities**

All staff are responsible for modelling and promoting appropriate behaviour throughout the school at all times. It is important that staff take responsibility to 'follow up' rewards and sanctions effectively. Staff are also responsible for challenging inappropriate pupil behaviour, either directly or through engaging additional support. Any staff choosing not to address poor behaviour (unless it is part of a planned strategy), are colluding with the pupil. This behaviour undermines other pupils, fellow colleagues, and the school ethos.

Staff will do their best to be consistent and fair in their approach to managing pupil behaviour. However, this needs to be kept in the context that all pupils are individuals and may have specific circumstances or needs, which determine other courses of action.

If it is felt that student behaviour is not being effectively managed or supported, it is essential that individuals communicate this quickly to attract support from colleagues. Staff are aware this is a sign of professional strength and not weakness. Ongoing issues should be passed onto the Senior Team and Head Teacher.

## **13. Working with Parents/Carers**

Lea Hall Academy promotes working with parents and carers. We know that pupils are more likely to succeed if parents and carers are in support of the ethos of the academy. We recognise that each pupil has a particular, unique set of circumstances and needs which require us to respond to them as individual. Lea Hall Academy prides itself on being able to offer this flexibility to support to its pupils.

### **Definitions used and understood by Lea Hall Academy Staff:**

**Seclusion/isolation** (*Isolation is used interchangeably in DFE and OFSTED documents*): Forcing a person to spend time alone for safety reasons. The student will be actively supported, monitored, and supervised.

**Withdrawal**: Moving somebody (sometimes forcibly) to a safer place where they can be actively supported, monitored, and supervised. Withdrawal may be used as a sanction while a student completes setwork.

**Timeout**: Allowing a person some time and space to calm down in a space where they present low risk and can be actively supported, monitored, and supervised