



Behaviour Management Policy

Date of Approval:	
Approved by:	
Review Date:	

Policy Information:

Date of last review	October 2022	Review period	Annual
Date approved		Approved by	
Policy owner		Date of next review	

Updates made since the last review:

Review date	Changes made	By whom
15/06/2023	Whole policy fully re-written	SG, MR, DE
01/09/2022	Updated rewards section added	DE

Introduction

Behaviour management at Lea Hall Academy is the responsibility of all in the school community. Every member of staff is responsible for every child and young person.

We adopt a positive, caring, holistic approach, which emphasises positive relationships. Staff are trained to recognise that any behaviour is a communication.

Team Teach is the behaviour management strategy used at Lea Hall Academy. All staff will be trained in the Team Teach approach to behaviour management. Staff are trained in an awareness of how experiences affect feelings which affect behaviour and in the importance of using de-escalation techniques and how working in supportive teams is effective in managing challenging behaviour. Staff training is maintained on a two-year cycle. All newly appointed staff will receive their initial training within their first term of employment.

At Lea Hall Academy we encourage and expect self-discipline, self-respect and respect for other people and property. Good and responsible behaviour, which reflects the aims and ethos of school, are encouraged and expected from all in the school community. This allows teaching and learning to take place in a safe and happy environment, where provision meets individual need and proactive strategies teach pupils a better way for behaviour choices.

Expectations for Pupils.

The 'Go for Gold' system was created in order to establish and promote the basic core expectations for learning behaviour. Using the core expectations – **Safe behaviour and Safe Words, Right place Right Time, Follow Instructions, Help Others to Learn, Complete Work to my Best Ability**; a grading system was generated based on Red, Amber, Green and Gold (example below). The grading system is displayed in all classrooms with mood boards and is visible to students throughout the lesson. They are referred to and used as a preventative strategy in the positive management of students' engagement in learning and applied consistently by all staff.

Use of Reasonable Force.

Reasonable force covers the use of a range of physical interventions which involves physical contact between staff members and pupils. These include guides, escorts and restrictive physical interventions (RPI's). **ALL** members of staff have a duty of care to use reasonable force to prevent a pupil or pupils from:

- Causing injury or harm to themselves.
- Causing injury or harm to others.
- Causing significant damage to property.
- Committing an offence.
- Displaying significant behaviours which disrupt the good order of the school.

All incidents of reasonable force must:

- Be used as a last resort.
- Be reasonable, proportionate and necessary.
- Applied using maximum care.
- Applied using minimum force and time.
- Maintain dignity and safety for all concerned.
- Never used for compliance or as a form of punishment.

All incidents of restrictive physical intervention must also:

- Be recorded on the school reporting system (Behaviour Watch) as early as reasonably practicable, however no later than 24hrs after the incident.
- Be reported to parents/carers as soon as reasonably possible but no later than 24hrs after the incident.

The 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) 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 staff blocking the doorway with their body or holding 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 to ensure the safety of all. Once seclusion has been used to support a particular pupil, a specific 'Risk Reduction Plan' will be developed with a clear strategy to reduce the levels of seclusion. 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. If we do not inform parents/carers this will be recorded with the reason why. (See Physical Intervention Policy).

Staff will abide at all times to follow the Trust policy on Positive Handling and the use of Reasonable Force.

Responding to positive behaviour

When a pupil's behaviour consistently meets or goes above and beyond the expected behaviour standard, staff will recognise the pupil/s for this achievement.

This provides an opportunity for all staff to reinforce the school's culture, ethos and expectations.

These positive reinforcements will be recognised by all staff and include:

- Verbal and non-verbal praise specific to the achievement or event.
- Communicating praise to parents via direct phone call, face to face or written correspondence.
- Whole school, phase and class celebrations.
- Visits to positions of responsibility (Headteacher or member of staff chosen by pupil).
- Creation of opportunities for special events to recognise, individual, whole class or whole school achievements.

Go For Gold System

Using the 'Go for Gold' expectations (see appendix), pupils will receive 'points' based on the grading that they sit within in each session.

Gold = 10 points

Green = 5 points

These points will be accumulated through the Behaviour Watch system and using a digital 'shop', pupils will be able to exchange these points for rewards. These rewards will include but are not limited to -

Art Equipment

Sporting Equipment

Gift Cards

Toys

In school activities (VIP room etc)

Out of school reward trips

Expectations for staff

- Creating an emotionally and physically safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching and through every interaction with pupils.

- Modelling expected behaviour.
- Taking steps to build positive relationships with students.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording significant behaviour incidents promptly (CPOMS and/or Behaviour Watch).
- Monitoring non-problem-solving behaviours over time and providing data to inform supportive practise.
- Challenging pupils to meet the school's expectations.
- Staff should report serious behavioural incidents promptly on behaviour watch, notifying relevant senior staff.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Permanent staff have been trained in the typical stages of an escalating crisis and de-escalation skills and strategies and have been trained to respond proactively and appropriately, using differentiated communication strategies and approaches including active listening. Following any serious incident measures must be taken by all involved to reduce risk.

Agency staff will be paired up with experienced, permanent staff who will support and where necessary, lead in resolving behavioural incidents. Agency staff should be prepared to follow guidance from staff members when assisting in behavioural incidents.

Staff are expected to adopt a questioning approach to managing behaviour:

- **Am I CALM?**
- Am I the right person to be managing this?
- Who and where are my TEAM members?
- How can I get HELP?
- What does this behaviour mean?
- Why is this pupil behaving in this way?
- Is this environment suitable for the management of this situation?
- What triggered this behaviour?
- What works best for this individual?
- How quickly can we de-escalate this?
- What de-escalation technique will reduce and not provoke?
- What has been written down and agreed about our management of this pupil?
- What can we do to prevent a similar situation recurring?
- What are the procedures for reporting, recording, monitoring and evaluating?

In addition, we expect staff to:

- Be non-judgemental
- Be fair and consistent in their approach to managing pupil behaviour, understanding that all students are individuals and may have specific circumstances or needs that must be addressed
- Be emotionally resilient
- Be proactive
- Be mindful of the impact of their actions on others.
- Be empathetic

- Ensure that all actions are in the best interest of those involved
- Positively respond to the advice and guidance of colleagues
- Greet students positively at the start of each day, upon re-entry to the learning environment following an episode of dysregulation, and support smooth transitions throughout the day.
- Highlight and promote good behaviour, celebrating positive student choices, and celebrating the small steps in the journey of self-regulation.
- Follow up rewards and sanctions effectively. Staff should always challenge poor behaviour (unless it is part of a planned, agreed strategy authorised by SLT) as failure to do so undermines other pupils, colleagues and the school ethos.

Consequences

Sometimes, despite best efforts the focus on positive rewards 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 scores on 'Going for gold'
- Loss of personal time such as break or free time
- Loss of privileges or loss of certain areas or equipment during breaktimes
- Telephone call with parent/carer
- Withdrawal from the larger group and/or community
- Being spoken to by a member of the senior team
- Report/Monitoring card or equivalent
- School based community service or imposition of a task such as litter picking, tidying a classroom or restoring and repairing damage
- Detention- with the permission of parents/carers the pupil remains in school at the end of the school day to complete work or carry out school-based community service as appropriate
- In some circumstances, following a Health and Safety assessment/dynamic risk assessment, certain activities may be untenable, e.g. swimming or off-site events
- If behaviours or actions are so extreme that the above sanctions are not deemed appropriate or proportionate, it may be necessary to issue a pupil with a suspension for a set number of days or a permanent exclusion.
- In the case of sustained or unmanageable extreme behaviours, the school reserves the right to call for police assistance if appropriate.

Some examples of behaviours that may result in suspension include:

- Continued high levels of aggressive, threatening, and disruptive behaviour
- Serious and targeted assault on a member of staff or peer
- Serious and purposeful damage to the school and/or/equipment/property
- Bringing weapons into school or using items with the intention of using them to commit

violence

- Repeated incidents or racism, sexism, homophobia or other discrimination.
- Bringing illegal/inappropriate items/substances into school with the intention to use or supply them to others.
- Arriving in school in an intoxicated/drug impaired state
- Unfounded, malicious allegations about staff or pupil
- Bullying
- Refusal to address/remove gang related adornments or hairstyles.

Monitoring and evaluation

- All physical and behavioural incidents should be recorded on Behaviour watch within a 24-hour period by the person who was primarily involved or led the intervention. In the case of serious incidents, the primary staff member should record the incident, altering SLT as soon as possible
- Reports on behaviour watch should be 'concluded' (I.E. all staff members involved should have made their contributions to the primary staff member's report) within two days of the incident, unless asked by SLT to complete their reports sooner than this.
- All incidents involving the carrying out of an RPI (restrictive, physical interventions) will be rigorously monitored by SLT throughout the year and the number of RPIs are reported by the Head Teacher to the Education Advisory Board, via 'The Headteacher's report' at least once each half term.
- The use of seclusion/isolation should be sanctioned by a member of SLT and reported on Behaviour Watch within 24 hours of the incident. A summary of seclusion/isolation will be provided to the governing body via the Head Teacher through the 'Head Teacher's 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.

Parental involvement and expectations

- It is expected that parents support the school by reading, signing and abiding by the home-school contract (Once this is in place).

Lea Hall Academy expects parents to ensure:

- Pupils attend each day where possible and have the highest attendance possible.
- Students are wearing school uniform and where school uniform items are not available, may have been lost or damaged, seek a replacement as soon as possible. Where uniform items are missing, the school will lend the child the missing uniform until the parent/carer is able to replace the item.
- Ensure that children come to school well rested, having an appropriate amount of sleep for their age and have a clear home routine around bedtimes.
- Take all prescribed medications following GP instructions, ensuring an adequate supply is kept at home and where necessary at school. All paperwork permitting school to dispense prescribed medication on site should be completed fully and returned to school in a timely manner when necessary.

- Where issues have arisen where students have not followed the GP's instructions regarding medication, the parent/carer must inform school at the earliest opportunity, so the school has enough time to plan appropriate support for the child. Parents/carers should inform school when the child will recommence their medication and ensure that they are available to collect their child within the school day should the need arise, due to the child being unmedicated and therefore being deemed unsafe to remain in school.
- Support the school's use of sanctions by re-enforcing appropriate sanctions at home where appropriate following discussion with a member of SLT or the Pastoral team.
- Inform school of incidents that may affect the behaviour and safety of the child in school so that appropriate support can be put in place by the school to support the child's needs.
- Attend all formal meetings regarding the child called for by the school which may include meetings involving external agencies, either on the school site, other place or meeting or online on Microsoft Teams.