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Company Registration Number: 10745840 (England and Wales)

Reach Academy **Behaviour and Relational** **February 2024**



Nurturing inclusive learning communities



1	Summary	Behaviour and Relational Policy			
2	Responsible person	Nikki Wood			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	All Staff, All pupils			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Jack Ghee			
7	Equality impact analysis completed	Policy Screened	Y	Template completed	Y
8	Ratifying committee(s) and date of final approval	APRC			
9	Version	1.5			
10	Available on	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
11	Related documents (if applicable)	N/A			
12	Disseminated to	All directly employed Reach staff/Parents & Carers			
13	Date of implementation (when shared)	February 2024			
14	Date of next formal review	February 2025			
15	Consulted with Recognised Trade Unions	N/A			
16	Adopted by Ethos Academy Trust following consultation	N/A			

Date	Version	Action	Summary of changes
28/2/2022	1.0	Major policy revision	Re-write of behaviour policy
07/07/2022	1.1	Amendment to title	Title amended to behaviour and relational policy
14/12/22	1.2	Minor changes	<p>Addition of subject, P5</p> <p>Peer on Peer changed to child on child</p> <p>Arbor changed to CPOMS, throughout</p> <p>Reward and sanction changed to reward and consequence</p> <p>Recording of positive handling now logged on CPOMS</p> <p>Information added around rewards and Classcharts P9</p> <p>Addition of timescale for pupil transition, P12</p> <p>Addition of part-time timetables P12</p> <p>Removal of incident logs in a week, non-negotiables and rewards P 15-16</p> <p>Removal of Covid appendix P22-24</p>
17/1/24	1.3	Changes to policy to reflect change in provision	<p>Positive handling plan added, Appendices VI</p> <p>Aims replaced by Key Aims and Objectives to show change in provision. P 6-7</p> <p>Pupil transition removed as no longer applicable to setting.</p>

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Introduction

Reach Academy educates and supports pupils with a wide spectrum of need in a variety of contexts. Social, Emotional and Mental Health (SEMH) needs are central to this relational policy and the nurture approach used across school. This document outlines both the philosophy and practice that informs our work. It aims to provide a practical guide for all stakeholders in managing, assessing and meeting individual needs. The procedures and guidance in this document reflect the consistent approach taken across the Academy and supports pupils, parents and staff to understand our approaches to the management of behaviour in school. Reach is part of Ethos Academy Trust, please see appendix for our Trust agreed behaviour principles.

Reach Academy is committed to inclusive education and securing the greatest possible access to learning and achievement for pupils with SEMH and other SEND. It is also recognised that for some pupils, variance of the procedures will be needed to meet any specific SEMH, learning or needs which require a personalised approach.

The most important aspect in children feeling valued, safe and secure is the sense of connection with a member of staff. For most children, this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

1. Key Aims and Objectives.

We aim to create a positive and respectful learning environment in which every member of our school community can perform and contribute in a constructive way.

Our key objectives are:

- To work collaboratively with families and pupils to ensure ownership of this policy and co-operate with its principles
- To enable each pupil to make the best possible academic, social and emotional progress
- Ensure inclusivity by recognising and celebrating protected characteristics in line with statutory guidance.
- To equip pupils with behaviour management strategies that are considerate of others and enable them to enjoy and achieve.
- To enable pupils to make positive choices that lead to adopting life-long behaviours that will support them to thrive professionally and personally
- To promote a sense of community in which every pupil can make a positive contribution. To uphold the values of courtesy, consideration and mutual respect

We will meet these objectives by:

- Communicating clearly with all members of the school community to help pupils understand the effect of their behaviour on others
- Having high expectations for standards of punctuality, attendance, appearance, behaviour and achievement.

Providing a well differentiated curriculum that maximises opportunities for both academic and personal development at all levels

- Reinforcing expectations of behaviour with a consistent approach tailored to each individual
- Leading or guiding pupils in the development of new behaviour strategies and modelling alternatives
- Recognising that some pupils will require additional, individual support to help them with their development
- Being proactive in detecting and responding to changes in behaviour and attitude
- Using praise, encouragement and rewards to recognise good behaviour and positive contributions to the school community
- Recognising that our own behaviour will be scrutinised and demonstrating our core values with clear examples modelled
- Working closely with parents/carers to ensure expectations are upheld.

The curriculum and culture across Reach Academy will be met through a nurture-based approach, that is underpinned by the 6 Principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Further information around our curriculum can be found on our website: [Curriculum - Reach Academy](#).

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

In addition, this policy is based on:

- Special Educational Needs and Disability (SEND) code of practice
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

At Reach Academy, the learning expectations give protection to core rights and are regularly discussed with pupils and staff. Expectations are clear, positively phrased, fair, reasonable and unambiguous. When staff are supporting pupils with undesirable behaviour, reference should be made to which learning expectation is not being adhered to. The school expectations have been created in consultation with staff and students (see appendix i).

Learning expectations are defined as:

- Arrive on time and be ready to learn (linked to Boxall stand A)
- Use positive language (linked to Boxall stand D)
- Allow other students to learn (linked to Boxall stand E and D)
- Show positive effort and attitude (linked to Boxall stand B)
- Complete all tasks to the best of my ability (linked to Boxall stand A and C)

This link includes strategies, activities, interventions, and resources to support need in the highlighted areas.

Non-negotiables are defined as:

- Repeated breaches of the school rules
- Use of mobile devices on site
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physical assault

- Smoking (Including Vaping)
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Child on Child abuse

It is important to recognise that abuse is not always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child on child abuse' and can include:

- Bullying, including [cyberbullying](#), prejudice-based and discriminatory bullying;
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse;
- Sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence;
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent;
- Consensual and non-consensual [sharing of nude and semi-nude](#) images and or videos (also known as sexting or youth produced sexual imagery);
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress, or alarm. Upskirting is a criminal offence and anyone, of any gender, can be a victim;
- Initiation/hazing type violence and rituals.

Details of our approach to preventing and addressing bullying are set out in the Trusts' Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The Board of Trustees and CEO

Ethos Academy Trust and the CEO will review this behaviour and relational policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation. The Board is responsible for reviewing and approving the written statement of behaviour principles.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing this relational policy in conjunction with the Trust Board, giving due consideration to the school's statement of behaviour principles.

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

5.3 Staff

Staff are responsible for:

- Implementing the relational policy consistently;
- Modelling positive behaviour and building positive relationships;
- Providing a personalised approach to the specific needs of pupils;
- Monitoring incidents.

The Senior Leadership Team will support staff in responding to periods of dysregulation and modelling positive relationships.

5.4 Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's emotional state
- Discuss any concerns with a key member of staff promptly and attend review/reintegration meetings as required

6. Pupil Conduct

At Reach Academy, staff want to ensure that every pupil has a successful placement and transition, offering a rich and varied curriculum that supports the social, emotional and mental health needs of our pupils.

Pupils are expected to:

- Arrive on time and be ready to learn
- Use positive language
- Allow other students to learn
- Show a positive effort and attitude
- Complete all tasks to the best of their ability

7. Uniform

Reach Academy has a school uniform that all pupils must wear. At the start of the placement, all pupils will be provided with a Reach Academy jumper when they start their placement. There will be the option to purchase more if required. Parents/carers are responsible for ensuring their child attends each day wearing the following:

- School trousers/skirt/shorts
- Plain polo shirt or school shirt
- Reach Academy jumper
- Suitable shoes/trainers/boots

Pupils will be asked to remove coats upon arrival at school and after break times. Jewellery is limited to ear studs and plain rings. Neck chains and bracelets are prohibited. No wearing of caps, hats, balaclavas or hoods in school.

8. Rewards and consequence

A reward is positive feedback given to students. A reward will reinforce, encourage and motivate future positive presentation and relationships with pupils.

At all times, staff at Reach Academy seek to encourage pupils, having high aspirations for all. Encouragement includes any action that conveys to the pupil that staff respect, trust, and believe in his/her value as a person.

8.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise
- Phone calls home to parents
- Special responsibilities/privileges
- Post cards home
- Certificates linked to points earned on Classcharts
- Monetary rewards for designated venues including supermarket vouchers, treats at local food outlets and other shops linked to pupil hobbies

The school will use a variety of strategies to support dysregulation and behaviour management, including:

- Verbal reminders
- Brain breaks
- Change of face
- Use of time out in the sensory room, the recovery room or a mutually agreed safe space
- Support from senior members of staff
- Consistent approach from all members of staff

- Phone calls home to parents
- Use of emotion coaching scripts
- Agreeing a behaviour contract
- Review of a pupil's SEMH assessment, including strategies and interventions
- Restorative approaches
- Curriculum content including the impact of cyberbullying, prejudice-based and discriminatory bullying
- Modelling of appropriate behaviours by staff including through the RSE/PHSE curriculum and reflection opportunities at allocated nurtures times at the start and end of the day
- Expecting work to be completed at a later time

We may use one to one interventions, offsite intervention or suspension (in exceptional circumstances) in response to serious or persistent breaches of this policy. In the event of a serious breach of the relational policy school may contact the police.

8.2 Suspensions

The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for suspension. Alternatives to suspensions are always sought, where possible, and the emphasis remains on ensuring pupils are offered an appropriate timetable, personalised to their individual needs. However, when considering appropriate next steps, including sanctions, the Head Teacher must balance the needs of the individual with those of the wider school community and where pupil behaviour places others at risk, the safety of themselves and others is paramount. The academy strongly feel that suspensions must be used only as a very last resort. On rare occasions, fixed term suspensions are issued and carried out in line with the current DfE suspensions guidance; on these occasions a structured re-integration takes place which involves the Senior Leadership Team, pupil and their families. For those pupils with an EHCP, Reach Academy will liaise with SENDACT to consider how we can continue to meet the pupils needs.

8.3 Off-site behaviour

Rewards and consequences will continue to be applied when representing the school offsite, such as on a school trip or on the way to or from school, as appropriate to the situation. Any incident will be investigated with all parties involved, with the relevant consequence applied.

8.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will meet with staff, parents and pupils involved to consider appropriate sanctions. This will be in conjunction with our Safeguarding and Allegations of Abuse policies.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct. Where possible, restorative approaches will be explored to repair relationships.

9. Behaviour management

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display the pupil learning expectations in classrooms;
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning and at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Use of effective strategies for dealing with low-level disruption
 - Using positive reinforcement/ set language scripts
 - Differentiated work that enables and scaffolds learning
 - Receive training on behaviour management from experienced staff and from relevant external agencies including the educational psychology service and CAMHs
 - Through line management, learning walk outcomes and annual CPD audits staff can access and request support to improve their practice

Pupil performance throughout the day will be recorded on Classcharts.

9.2 Positive Handling

In some circumstances, staff may use positive handling (Team Teach) to prevent pupils from putting themselves or others at risk of harm or damaging.

Incidents of positive handling must:

- **Always be used as a last resort when all other de-escalation strategies have been exhausted;**
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents/carers on CPOMS;
- Follow Team Teach techniques as per Team Teach training received by all staff.

Please refer to the Ethos Academy Trusts' Physical Intervention Policy for further information.

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which could potentially be harmful or detrimental to staff or pupils. These items will be returned to pupils at the end of the school day, after discussion with senior leaders and parents, if appropriate.

All pupils are screened with a metal detecting wand before they enter the Academy. If staff feel that a pupil may have a prohibited item and a search is required, this will be authorised by the Head Teacher; the staff carrying out the search will be the same sex as the pupil being searched and will have received the necessary training; a witness (also a staff member) will be present; the location will be appropriate.

At Reach Academy, we will not search pupils without consent

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

9.4 Pupil support

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

Through the use of the Boxall SEMH assessment, specific interventions and strategies are used to meet the needs of the pupils. These interventions include but are not limited to:

- Lego therapy
- Social stories
- Draw and talk
- Therapeutic story writing
- Circle of friends
- Zones of regulation
- Restorative practices

Pupils can also access support from external agencies offering health, wellbeing and therapeutic services.

The school's Special Educational Needs Co-ordinator will work alongside colleagues to initiate external assessments where needed for pupils exhibiting high levels of challenging behaviour. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes in line with our SEN policy and practice. For pupils who are at risk of, or engaged in, criminal and risky behaviour, referrals will be discussed with the pupil and parents for BASE, St Giles, Early Help, Yorkshire Mentoring Services and other services specific to the pupil's need.

Effective restorative meetings

A restorative meeting is not just a meeting or a set of questions, it is a way of working with people to manage, correct and restore positive relationships. A restorative meeting will take place, whenever possible, when a negative incident takes place between two or more parties. The aim is to:

- Understand the reasons for a person's behaviour;
- Put your own views across;
- Help the person understand the impact of their behaviour on others;
- Restore the relationships;
- Identify ways to prevent this happening again in future.

Prior to speaking to the pupil:

- Spend some time reflecting on the incident and see how you could have helped to prevent this;
- Plan what you want to say, so that you can put across your thoughts calmly and articulately;
- Ensure you are in a calm state and are receptive to hearing what the other person has to say;
- Ensure you have enough time to meet the pupil;
- Plan where the meeting will be held so that it can be a calm and purposeful meeting.

When speaking to the pupil ask the following:

- What happened?
- What were you thinking?
- What have you thought since? (Their last word isn't their last thought)
- Who suffered as a result?
- What do we need to do put things right?

It is important that, as the adult, an apology from the pupil is accepted and a willingness to restore the relationship is evident. The pupil needs to know that the next lesson/day will be a fresh start.

9.5 Absconding

To abscond is to leave site without permission. If a pupil leaves site without permission, the Trust's absconding procedures must be adhered to (see Appendix ii). Any incidents of absconding must be recording on CPOMS as soon as possible after the incident. The police will be informed where there are highlighted additional risks.

11. Part-time timetables

At Reach Academy, all teaching and non-teaching staff have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life they may struggle to access the typical provision offered as a result of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when a pupil may still struggle to access full time education. In these instances, the Head

Teacher may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education.

Examples of when this is appropriate may include:

- At transition points – into or between settings;
- When the child or young person has repeated or prolonged episodes of crisis when in school;
- When a risk assessment shows that their behaviour poses a significant health and safety risk to themselves, other pupils or staff which cannot be reasonably managed within the usual day;
- When their behaviour causes repeated and significant disruption to the education of other pupils.

If the Head Teacher considers a personalised timetable is appropriate, a clear plan for this should be completed in line with Kirklees guidelines. This plan and the reasons for it, will be communicated to parents and carers along with the arrangements for its regular review. The aim of a personalised timetable will always be to support the young person so that they can return to full time education as soon as possible. The duration will however, depend on the needs of the individual but will remain in place for the shortest time necessary.

Reach Academy will inform Kirklees Education Safeguarding Service when using reduced timetables for pupils and follow the Kirklees reduced timetable guidance.

12. Training

Our staff are provided with training on understanding and managing behaviour, including the use of Team Teach, trauma informed approaches, identification of SEMH needs and strategies to support need as part of their induction process.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

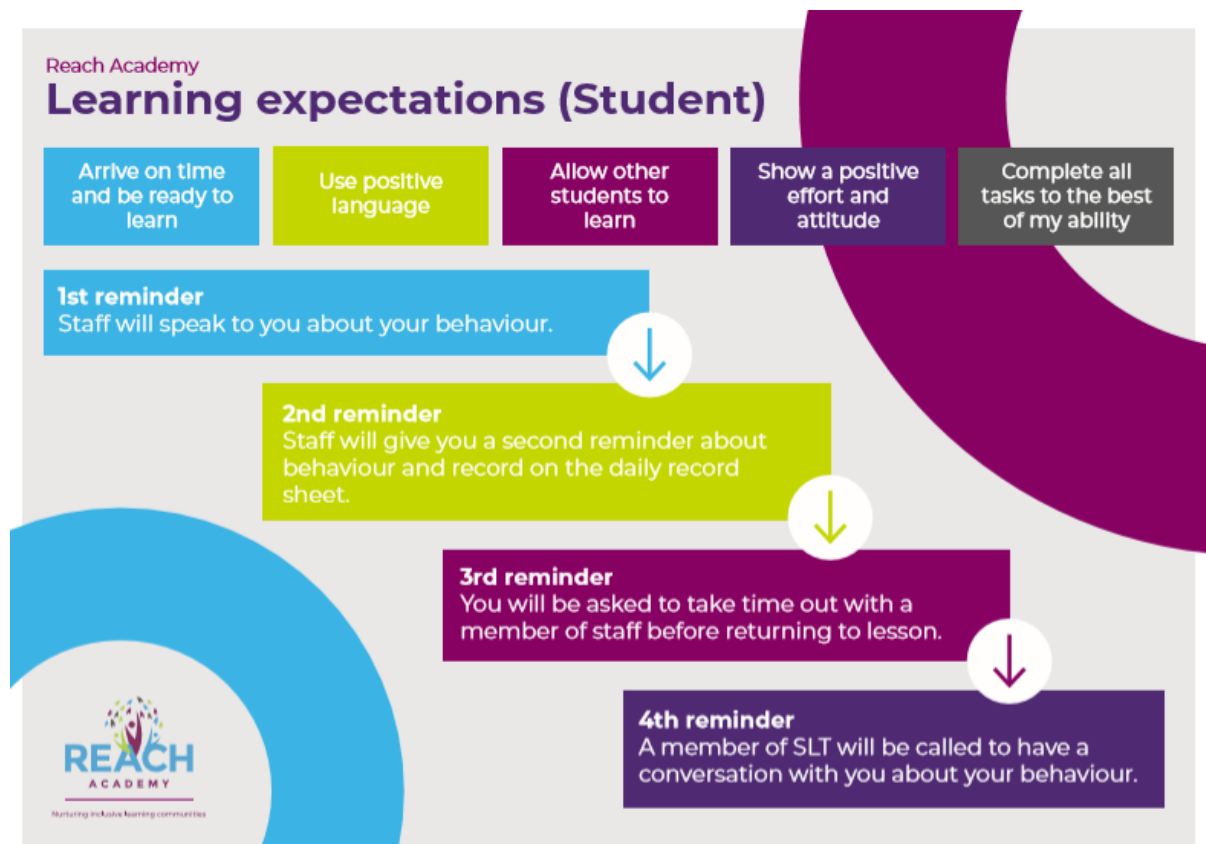
This behaviour policy will be reviewed by the Head Teacher and the Board of Trustees every year. The written statement of behaviour principles will be reviewed by SLT on an annual basis in conjunction with the relational policy.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Behaviour Principles

Appendix i – Learning Expectations



Appendix ii - Absconding

When a pupil leaves site without permission the following procedures must be followed:

Actions needed: NB – staff to work in conjunction with each other to complete	Notes
Alert SLT and admin staff that a pupil has left the school site	
Gather information and report to SLT, re The Why? When? How? etc and any known places they may abscond too	
Designated staff, wherever possible, to make first contact with parent/carer giving basic details and promissory of follow up actions and further contact.	
An assessment needs to be made as quickly as possible regarding the degree of risk that the individual pupil might face in trying to 'reach' home. Consider vulnerability/CP issues/'in care'/age of pupil.	
If pupil returns to site, SLT to make a decision with regards to the next course of action. Parents and police (if involved) to be contacted.	
If pupils travels home, SLT to arrange a review meeting with pupil, parents and mainstream school (if appropriate).	
Incident to be recorded on CPOMS as soon as possible after the incident and updated with further actions/outcomes as necessary.	

Appendix iii –Support to Self-Regulate Plan

Name:

Date:

<p>Prevention Strategies (these go in the green box)</p>	<p>Diversion and Distraction (these go in the amber box)</p> <ul style="list-style-type: none"> • 	
<p>De-escalation including safe spaces</p> <p>All staff to use a consistent approach to support x to manage big feelings by using the vital relational functions (VRF's):</p> <ul style="list-style-type: none"> • Attune to his emotional state – “I can see that you are really angry with me” • Validate his felt experience – “I can imagine how cross you were when you thought that I had taken your picture down” • Contain his emotions – “I can keep you safe while/until these feelings go away” • Support him to sooth and calm – “We can make things better, together, when you are ready” <p>Use a nurturing, non-confrontational approach with firm boundaries</p> <p>Support x to elicit his thoughts and feelings by ‘wondering aloud’ in a curious way</p> <p>Support him to develop his empathy by providing an empathic restorative approach to repairing and rebuilding relationships, and providing x and others with an exaggerated sense of empathy.</p> <p>Support x to understand how his thoughts and feelings are linked to his behaviour and how these affect others by using reflective language, wondering aloud, restorative repair and rebuilding of relationships</p>		
<p>Triggers (including different environments)</p> <ul style="list-style-type: none"> • 	<p>Language scripts</p> <p>“I can see you are finding this a bit tricky “</p> <p>“I am wondering if ...”</p> <p>“you will be able to when you (validate feelings as above)</p>	<p>Key People</p>
<p>Additional risks if out of school</p>		

Risk Assessment Insert school RA here	Description of Risk	Likelihood of it happening (Low, Med, High)	Adverse outcomes if not managed
Positive Handling Strategies	Post incident support (repair and rebuild)	Recording and notifications required	
Written by and date	Reviewed and Updated (date)	Signed	
		Staff	
		Parent	

Green Strategy	
Strengths	Support strategies
<p>Is calm concentrating and relaxed –</p> <p>describe what the child looks like, behaviours, body language</p>	

Amber Strategy	
Difficulties	Support strategies
<p>Becomes unsettled – early signs of anxiety</p> <p>describe what the child looks like, behaviours, body language</p>	

Red Strategy	
Challenges	Support strategies
describe what the child looks like, behaviours, body language	<p>De - escalation strategies used at all times</p> <p><i>All staff to use a consistent approach to support x to manage big feelings by using the vital relational functions (VRF's):</i></p> <ul style="list-style-type: none"> • Attune to his emotional state – “I can see that you are really angry with me” • Validate his felt experience – “I can imagine how cross you were when you thought that I had taken your picture down” • Contain his emotions – “I can keep you safe while/until these feelings go away” • Support him to sooth and calm – “We can make things better, together, when you are ready” <p><i>Use a nurturing, non-confrontational approach with firm boundaries</i></p> <p><i>Support x to elicit his thoughts and feelings by ‘wondering aloud’ in a curious way</i></p> <p><i>Support him to develop his empathy by providing an empathic restorative approach to repairing and rebuilding relationships, and providing x and others with an exaggerated sense of empathy.</i></p> <p><i>Support x to understand how his thoughts and feelings are linked to his behaviour and how these affect others by using reflective language, wondering aloud, restorative repair and rebuilding of relationships</i></p>

Natural consequences

Adults are in control and stop the unsafe behaviour.

When calm –reflect on thoughts and feelings, using non-confrontational language, offer an appropriate strategy/phrase to say next time. “Next time you feel like this, you need to”

Natural consequences are implemented before an enjoyable time –

- o Follow initial instruction
- o Practice desired behaviour
- o SMART task of work missed
- o Repair and rebuild relationship

Appendix iv - Ethos Academy Trust Behaviour Principles Statement

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

Vision

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

Mission

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

Core Values

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

Our behaviour culture

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

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

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

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

The Trust Board fully supports the rights of all members of our community to work, learn and achieve in a safe, supportive and stimulating environment. All members of our Trust community are fully committed to working together to establish a positive academy ethos and promote effective learning within an environment where all children can feel safe, enjoy and achieve, be healthy, develop resilience and be prepared for the next stage of their educational journey. Behaviour should not jeopardise the health and safety of any member of the school community and all stakeholders are encouraged at all times to be positive role models. Through consistently applying the principles of nurture and trauma informed approaches our pupils are given the strategies to be able to engage fully in learning whilst being supported by staff who are skilled in identifying and addressing all aspects of SEMH.

The right to feel safe at all times

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

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

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

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

Inclusivity

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

Engaged Community/Parental Involvement

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

Parents / carers / families / professionals and pupils will be made aware of the behaviour/relational policy of the academy during the induction process, which may include a 'Home School Agreement'. Parents/carers/ families are contacted on a regular basis, often daily but at least weekly, to share positive news and discuss any concerns. Involvement with parents/carers/families and professionals will be on an individual basis. Parental preference around home/school contact will be discussed at the initial meeting when a child joins Ethos Academy Trust.

Positive re-enforcement

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

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

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

Logical Consequences/ Restorative Culture for unsafe behaviour

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

Positive Handling

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

Sharing of Information

The Trust Board requires the academies to maintain up to date records of pupils and to ensure that, in relation to their policies on Safeguarding and Child Protection, they are GDPR compliant when sharing information. The Trust takes seriously the responsibility to maintain personal records within suitable, safe and secure systems.

Notes

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

Appendices V

Positive Handling Policy

Introduction

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

This policy has a clear focus.

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

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

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

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

The Children's Act 2004 places a duty on key partners to cooperate in the safeguarding of children. Where children receive a variety of services from the local authority, every effort will be made to ensure that these are coordinated. Risk Assessments and Positive Handling Plans/ Support to Self-Regulate Plans will be shared with all key partners, who will cooperate to provide consistent approaches to meet the needs of individual children. Any professionals or parent(s)/ carer(s) wishing to view our schools behaviour policies are welcome to do so as they are available on our school websites.

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

- Accredited training model used: Team Teach
- Person responsible for Health and Safety: Diane Parkinson (Ethos College), Alison Ward (Engage Academy) and Nikki Wood (Reach Academy).
- Person responsible for Child Protection (DSL): Diane Parkinson (ETHOS College), Nikki Wood (Reach Academy), Adam Davies (Engage Academy)

Glossary

Positive Handling

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

Positive Handling Plans – included in Support to Self-Regulate Plans. (See Appendix)

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

De-escalation Strategies

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

Physical Contact (Contingent Touch)

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

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

- Holding someone who is actively resisting to prevent them putting themselves and others at risk of significant harm
- Holding someone who is actively resisting to reduce the risk of pain or injury
- Holding someone who is actively resisting to reduce the risk of damage to property
- Holding someone who is actively resisting to prevent the commission of a criminal offence
- Moving someone who is actively resisting into a reduced risk environment
- Holding / moving someone whose actions are or leading to a breakdown in discipline
- Preventing a person who is actively resisting from moving into an increased risk environment

2. The Legal Framework

2.1 The Best Interest Principle

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

2.2 Duty of Care

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

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

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

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

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

2.3 The Education and Inspections Act 2006

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

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

2.4 Violent Crime Reduction Act

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

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

2.5 Restraint

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

Team Teach definition:

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

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

2.6 Risk Assessment and Risk Reduction

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

2.7 Reasonable and Proportionate

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

2.8 Absolutely Necessary

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

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

2.9 Lawful Defences

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

2.10 Key Questions

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

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

2.11 Reasonable and Proportionate

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

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

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

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate. Whenever a physical intervention has to be made it is preferable to use a verbal warning. Where possible staff should always attempt to use diversion and diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in our Trust. In general, if staff act in good faith, and their actions are reasonable and proportionate they will be supported.

2.12 Unreasonable Use of Force

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

3. Health and Safety

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

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

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

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

3.1 Risk Assessment

In addition to formal risk assessments, dynamic risk assessments should be a routine for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

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

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

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

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

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

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

3.3 Responding to Unforeseen Emergencies

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

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

4. Training

All staff who are expected to use planned physical interventions are trained.

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

Team Teach trainers attend a 5-day course that is re-accredited every 12 months. Staff re-accredit within a 2-year period. De-escalation and practical training are delivered by Team Teach trainers regularly for all staff adhering to the requirements of level one (6 hour) and level two (12 hour) training.

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

5. Recording

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

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

Serious incident reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. Names should be completed in full (including those of all witnesses) and all forms should be signed and dated where written. These are also signed monitored by a member of SLT. These records will be retained for 75 years. A concise record should be written in the Green Serious incident book and cross referenced with a number on Arbor. For online forms, a Team Teach related incident form should be completed online via CPOMS. If applicable you should refer to supporting incident sheets such as Support to self-regulate plans and pastoral support plans and other relevant information. Previous Positive Handling policies are archived from 2018 and available on request.

6. Monitoring and Evaluation

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

7. Positive Behaviour Management

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

7.1 Alternatives to Physical Controls /De-escalation

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

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

7.2 Modifications to the Environment

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

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

7.3 Help Protocols

All staff have a responsibility to support each other. This means that staff offer help and accept it. Help does not always mean taking over. Examples of appropriate help include: getting someone else, supporting a differing group, acting as a critical friend and 'checking back in' as appropriate.

Good communication is necessary. Staff use agreed scripts so that all parties understand what sort of assistance is required and what is available.

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

7.4 Well Chosen Words

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

7.5 The Principle of Last Resort

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

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

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

7.6 Proactive Physical Interventions

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

8. Post Incident Support for Pupils and Staff

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

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

9. Complaints

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

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

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

1. Department of Health – 1997 – *“The Control of Children In The Public Care: Interpretation of the Children’s Act 1989”* London H M S O
2. Department for Education and Employment- 1998 – *“Guidance On Section 550A Of The Education Act 1996; The Use of Reasonable Force to Control Or Restrain Pupils”* London: H M S O
3. Department for Education and Employment – 2001- *“Positive Handling Strategies for Pupils with Severe Behaviour Difficulties”* – letter from Chris Wells, Head of SEN Division to Chief Education Officers
4. Department for Education and Skills – July 2002 –*“Guidance On The Use Of Restrictive Physical Interventions For Staff Working With Children and Adults Who Display Extreme Behaviours In Association With Learning Disability And/or Autistic Spectrum Disorder”* Department of Health
5. HMSO – The Children’s Acts – 1989 and 2004
6. Steaming Publications – March 2005 – *“NAES Bound and Numbered Book”*

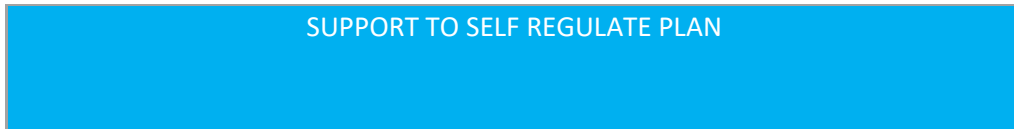
7. Health and Safety at Work Act – 1974
8. The Education and Inspections Act – 2006
9. Violent Crime Reduction Act - 2006

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

Appendix 1

Example of support to Self-Regulate Plan

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



Insert
Photograph
and
Academy
specific logo

Name:

Prevention Strategies		Diversion and Distraction	
De-escalation			
Environment and Triggers		Communication support	Key People
Additional risks if out of school			
Risk Assessment	Description of Risk	Likelihood of it happening (Low, Med, High)	Adverse outcomes if not managed

Physical Intervention Strategies	Post incident support	Recording and notifications required	
Written by and date	Updated (date)	Signed	
		Group leader	
		Parent	

Green Strategy	
Support Strategies	Behaviour

Amber Strategy	
Support Strategies	Behaviour

Red Strategy	
Support Strategies	Behaviour