



Pupil Behaviour Policy

Ratified by the Governing Body:

Signed by the Governing Body:

To be reviewed (annually):

Chair signature _____

Context

All the children who attend Leycroft Academy have an Education and Health Care Plan. Our school educates 170 children with complex and multiple needs. Children have Severe Learning Difficulties (SLD) and a diagnosis of Autistic Spectrum Condition (ASC). Some children may also have additional needs which could result in challenging behaviours linked to an undiagnosed condition.

All staff are trained to de-escalate and manage individual presenting behaviours and sanctions would be considered based on contextual safeguarding information and considering the individual special educational needs of the pupil.

We consider that behaviours which challenge always happen for a reason and might be the only way a learner can communicate. It can arise for different reasons which are personal to the individual. Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be necessary to prevent serious harm and be the least restrictive option.

How learners behave gives us important information about how they are feeling. Our learners have a wide range of different communication styles and many of our learners are pre- or non-verbal, using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting learners to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

We believe our pupils want to behave well. We believe that our pupils are happy when their needs are understood and met.

Learners with complex needs will require a personalised approach to support them to manage their behaviour. Consideration must be given to sensory and emotional needs, pain thresholds, what self-harming behaviour could be communicating and levels of stimulation and engagement.

1.0 Aims:

To create a happy, secure, and stimulating learning environment where everyone will be inspired to do their very best:

- To provide guidance to class teams, parents and carers, governors, and other stakeholders on how we support our pupils, where possible helping them to self-regulate, manage their behaviour, and feel safe so they are ready to learn.
- To keep everyone emotionally and physically safe.
- To promote and develop self-discipline, self-worth, social awareness, appropriate standards of behaviour and proper regard for authority within our school.
- To provide a caring environment based on courtesy, good manners and a respect for self and others regardless of race, gender, religion, special educational need and disability or sexual orientation.

- Everyone will treat all pupils with respect and dignity.
- To develop understanding and awareness of socially acceptable behaviour within school and in the wider community.
- To enable the pupils to manage their own behaviour (where appropriate).
- To underpin our beliefs with evidence-based practice and current research information we can get from our accredited trainers.

2.0 Relationship to other policies:

The policy supports, promotes, and reflects the school ethos, aims and vision. This policy is linked to:

- Safeguarding Policy
- Inclusion Policy
- Care and Control
- Use of Touch Policy

3.0 Principles:

- To enable our pupils to have an understanding of appropriate behaviours in a variety of settings.
- To enable access to a broad and balanced curriculum.
- To ensure entitlement.
- To meet the needs of the pupils.
- To recognise that pupils diagnosed with specific behavioural difficulties such as, for example, PDA, ODD or OCD will need a more refined approach matched to their levels of difficulty.
- To develop pupils' self-help, self-advocacy, communication, and self-worth.
- To celebrate our pupils as individuals.
- To prepare our pupils for adult life.
- We do not tolerate bullying of any kind, if we discover bullying, we will act to stop further occurrences.
- Prior to any consideration to exclude a pupil, take due regard to any relevant contextual safeguarding risks and the specific special educational needs of the pupil.

4.0 Our Approach

The Head Teacher will ensure that:

All staff are informed of their responsibilities and receive appropriate training and support to deliver the curriculum and to fulfil their roles, including managing pupil behaviour effectively.

All staff are expected to:

- Learn strategies to support learners and if possible, give them strategies to improve their own behaviour. Most adults have evolved ways of responding to learner's behaviour based on a combination of personal and professional experiences, training, and experiential learning.
- Reflect on the underlying issues that drive or trigger behaviour.

- Respond to behaviour that challenges in a non-judgemental and supportive way.
- Develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond.
- Be committed to developing their practice and sharing their skills and experiences.
- Be committed to ongoing professional development.
- Work in close partnership with our pupils, their parents or carers and other professionals working with them, e.g., occupational therapy, Speech and Language therapy etc.
- To invest time and allow safe spaces and opportunities for pupils to practise these skills and make mistakes from which they can learn, develop, and grow.
- Consider what might be behind the behaviour. There will always be a reason and the behaviour is a symptom of something we need to identify and understand. Behaviours are often an attempt at communication.
- Manage their own emotional reactions to pupils' behaviour i.e., always demonstrate emotionally intelligent behaviour. Seek help if you are finding it difficult to manage their feelings about a pupil.
- Are always respectful to pupils; do not talk about them over their heads or in front of other pupils.
- Remove any struggle for power.
- Regard pupil mistakes as part of a learning journey for pupils.
- Consider whether their practice may have escalated a situation and reflect on what they could do differently and proactively next time.
- Set a good example e.g., courtesy, punctuality.
- Establish positive relationships with all pupils.
- Refrain from shouting at pupils; disapproval will be communicated in a variety of other ways appropriate to the child's needs.
- Establish routines where good behaviour is expected.
- Record all incidents and report to their class teacher, line manager or Senior Leadership Team as required.
- Plan lessons carefully, varying activities and pace to meet the needs of all pupils.
- Write Positive Behaviour Support plans (PBSPs), Risk Reduction Plans (RRPs) and Restraint Risk Reduction Plans (RRRPs) for each child with challenging behaviour, in consultation with parents/carers and professionals and ensure that it is available within classrooms and accessible on staff shared server (a signed copy of RRP's and RRRP's will be kept on individual Pupil files). Ensure that everyone is clear what forms of legal physical restraint may be considered and which would not be expected. Where legal physical restraint is considered to ensure that it is only used as a last resort and is necessary, proportionate, reasonable and for the shortest time to maintain pupil safety. All records regarding legal physical restraints will be subject to additional scrutiny by leaders.
- Key points of each RRP and RRRP will be shared with all staff and parents.
- The class teacher is responsible for raising a query as to if a RRP or RRRP is required in liaison with their line manager or Senior Leader.
- Speak to pupils in an age-appropriate way.

- Actively and positively promote self-advocacy, respect and dignity for individuals, self-help, and self-worth.
- Create a happy, secure, and appropriate learning environment where everyone will be inspired to do their very best.

Resources, interventions, and learning include:

- A variety of individualised and accessible modes of communication.
- Clear and realistic expectations.
- Consistent rules and boundaries.
- The language of choice.
- Rewards and consequences.
- Reparation wherever possible and appropriate.
- Descriptive praise.
- Fair and predictable responses to both negative and positive behaviour.

The quality of our provision:

If we can meet each pupil at his/her point of need and learning, it is more likely that unhelpful behaviour or behaviour that is challenging will decrease or stop. To do this we need to:

- Have communication systems in place and readily available when pupils are presenting as dysregulated. This is their “voice” and should be always accessible, but especially ensuring times of dysregulation or distress.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support them to de-escalate and return to a state of improved regulation.
- Accurately assess and understand the pupils’ needs by referring to their EHCPs, Annual reviews, communication profiles and PBSPs, RRP and RRRPs.
- Support pupils to develop high levels of resilience and self-esteem.
- Frequent positive feedback when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the pupil to do.
- Know what motivates each pupil and use this as a positive reinforcement.
- Personalised learning to ensure that we meet the needs of each pupil at his/her point of development and learning,
- Include pupils in target setting, where appropriate, and give positive feedback on their progress.
- Actively teach pupils behaviour for learning.
- Provide consistent routines to support pupils to understand expectations.
- Explicitly practice changes to routines, using appropriate visual resources to allow pupils to learn that change can be managed in a positive manner.
- Understand our pupils often need time to process information.
- Understand that many of our pupils have difficulty understanding verbal and non-verbal communication, facial expression, emotions, prediction, danger, tone of voice and social rules and conventions.
- Provide a clearly organised environment with visual cues and other signposts such as objects of reference, photos of reference, widgets and/or symbols.

- Consistently use appropriate communication resources between transitions.
- Ensure pupils sensory needs are supported through embedding sensory diets, movement breaks into their daily routine; provide equipment as necessary, i.e., chewys, weighted vests, fidget toys etc.
- Teach pupils to recognise their own emotions and how to request a break or other self-regulating activity.
- Provide enabling environments through making reasonable adjustments is a statutory obligation in disability law (See Equality Act 2010).

Consequences:

We do not believe in punitive sanctions and punishment.

We prefer a more supportive approach. Example

• Behaviour	• Consequence
<ul style="list-style-type: none"> • Pupil disrupts activity or behaves in a way that makes other pupils feel unsafe. 	<ul style="list-style-type: none"> • Pupil has an appropriate break e.g., walk, intensive interaction, movement break, being a helper, sensory stimulation e.g., deep pressure. • Pupil is supported by an adult to consider their behaviour, if appropriate. • Pupil regulates and returns to the activity.

It is important for our pupils however to clearly link a specific behaviour with its consequence.

The consequence needs to be a natural consequence, to support the pupils understanding of both negative and positive consequences.

It is also important for adults to review what has happened and reflect on whether anything could have been done differently to help the pupil to manage.

All pupils will:

- Know what is expected of them in terms of behaviour (where possible), in their own classroom, around the school and when they are on school visits.
- Develop awareness of the consequences of their unacceptable behaviour.
- Treat each other with respect and dignity and look after their environment.
- Try to explain what causes triggers their behaviour and what helps them to remain calm (where possible).
- Understand the rewards system in school.

All parents will:

- Be made aware of and sign a home school agreement on admission of pupil to the school.

The Local Academy Council will:

Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans.



5.0 Protocol

Positive Behaviour Management and Preventative Strategies

- Quality first teaching
- Appropriate deployment of staff
- Creating positive choices/options within lessons
- Jobs/Monitors (pupil responsibilities)
- Verbal Praise
- Stickers/ Sticker charts
- Child specific rewards
- Certificates
- Golden Time
- Change of environment
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories

Low level disruption

– e.g. refusal to comply with activities

Teacher intervention

In class rewards/sanctions agreed
Reinforce school rules
Regular discussions
Monitored by class teacher

Environmental check list
carried out.

Ongoing disruptions

Parents informed by school/meeting to discuss recurrence
Discuss whether a risk reduction plan is needed
Training provided for teacher, support staff or parents
Monitoring by Teacher/Middle Leader/Senior Leader

CPOMS
Meeting minutes
Risk Reduction Plan
approved

Significant Disruption

Risk Reduction Plan written/reviewed by staff, Senior Leadership Team
Interventions put in place

Records of notifiable incidents to
the appropriate body
Serious incident logs in bound
book

Serious Disruption/ Aggression/ Self Harm

External advice sought from Educational Psychologist

Multi agency

6.0 Use of Restraint Risk Reduction Plans/Risk Reduction Plans and Care and Control Interventions

(To be read in conjunction with the Care and Control Policy)

Restraint Risk Reduction Plans:

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not cause injury to themselves, others, or significant property damage.

- Restraint should only be used as a last resort when all other options have been exhausted.
- Any form of restraint should only be used when **Reasonable, Proportionate and Necessary**.
- Should only be used if the pupil is putting themselves or others in danger and where failure to intervene would constitute neglect or where we are stopping an illegal act such as criminal damage to property.
- Must be accurately recorded in the Bound Book and on CPOMs.
- A Restraint Risk Reduction Plan (RRRP) must be in place or put in place following any restraint. This needs to be signed by parents and any staff working with the pupil.
- If restraint is used, parents need to be contacted as soon as possible.
- Once the incident has been de-escalated and the pupil is regulating well (could be the next day) the class team need to consider what reparatory or restorative work needs to be done to offer a debrief for staff and maintain a positive relationship with the pupil.

Risk Reduction Plans:

- If the physical intervention does not involve a restraint, the prompt or guide only needs to be recorded as an incident on CPOMS.
- A Risk Reduction Plan (RRP) must be in place or put in place following any prompt or guide being used, e.g., 'Caring C'. This needs to be signed by parents and any staff working with the pupil.

Care and Control of pupils

The school notes and follows guidance set out in the latest Department for Education publication "Use of reasonable force" July 2013.

There are certain situations in which, after exhausting all other alternatives, restrictive physical intervention may become necessary to manage negative behaviours. This will only take place in line with the Care and Control Policy adopted by the school. All physical interventions are recorded by the individual member of staff in the Bound Book. The Bound Book is monitored by the Senior Leadership Team and by the Trust.

- **Planned restrictive physical interventions**, when crises occur, will be used to enable pupils to gradually learn to manage their behaviour effectively. These will always be discussed and agreed with parents/carers and recorded
- **Emergency restrictive physical interventions** will be used to prevent injury or serious damage to property or to prevent a pupil engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school.

Before using restrictive physical intervention in an emergency, staff will be confident that the possible adverse outcomes associated with the intervention will be less severe than the adverse consequences which might have occurred without the use of physical intervention. Very occasionally a child or a member of staff will be injured during a restrictive physical intervention. The injured person will be seen by a trained first aider and treatment recorded or sent for medical treatment at a hospital if required in line with school policy. A child protection form will be completed and sent to the appropriate body, in the event of a child being injured. All staff who have been involved in a physical control are offered a verbal debrief by their immediate colleagues as soon as possible after the incident. They can also seek a further debrief from any of the senior leaders on duty. All staff can also seek longer term support from Forward Education Trust procured services.

7.0 Confiscation of Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. e.g., removal of a mobile phone which is disrupting the education of the class; the phone will be handed to the leadership team and returned to the parents/carers following a meeting with them in school.
2. Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, for example fireworks.

Weapons and knives and extreme or child pornography must and will be handed to the Police. Otherwise, it is for the Head Teacher to decide if and when to return an item.

The Department for Education (DfE) guidance, January 2018, Searching, Screening and Confiscation states the following:

“Screening- What the law allows:

- a. Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

- b. Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- c. Any member of school staff can screen pupils'

At Leycroft Academy, should a situation arise where it is necessary to Search or Screen for prohibited items, this will be undertaken by a Senior member of staff, and parents will be informed as soon as it is practical to do so. This may be after the event if the safety of any member of the school community is compromised.

8.0 Exclusions

At the point at which the Head Teacher considers a permanent or fix term exclusion, full regard to the contextual safeguarding issues around this child must be included. For example, if considering excluding a child for 3 days, the Head Teacher must consider whether the exclusion will negatively impact on the child's health, wellbeing, and safety, as they may be exposed further to gangs, drugs or not have access to a health meal, domestic violence, CSE etc. The Head Teacher should also take the age and maturity of the pupil into account when decision making. The Head Teacher should also consider whether the level of training provided to the staff was sufficient and effective and whether further advice and guidance could have been accessed to prevent the presenting behaviour. The Head Teacher should have exhausted all further support mechanisms e.g., Forward Thinking Birmingham, Early Help etc. where appropriate. At decision making point, the Head Teacher should seek the views of the pupil, where appropriate and consider the wider context of other pupils in the class who may have been injured.

To ensure successful reintegration post exclusion, the Head Teacher needs to meet with the parents/carers and pupil to agree and update the pupil behaviour plan and ensure a joint understanding of the next steps in the process. Information and decisions will be shared with the appropriate staff accordingly. The Head Teacher needs to consider whether further additional agency support or training is necessary to support the reintegration.

With all these factors taken into consideration the Head Teacher may consider, due to the special educational needs of the child, an internal exclusion may be more appropriate or reduce the number of days of exclusion being considered.

The Head Teacher will always look at a tiered approach to sanctions on an individual basis considering all facts and circumstances presented to them at the time of decision making.

Pupil behavioural difficulties should not be a driver to towards recommending home education or the use of Alternative Provision.